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ABSTRACT

The research described and evaluated in this report tests a model for intervention strategies to reduce the impact of racism on blacks in a university setting. The basic assumptions of the model discussed are that institutional racism is systematic and must be attacked through systems intervention by trained people, and that individual, group and intergroup skills development as well as commitment of top level administration are required. The model is evaluated in terms of its ability to reduce the racist attitudes and behaviors of participants and to allow participants to effectively intervene in the system. Measurement in these areas includes a charting of Action Research Group effectiveness, examination of participant behavior in all stages, and comparison of participants' attitudes (pre and post training) on racism and relevant issues. The evaluation generally indicates that the model is minimally effective in reducing the impact of institutional racism. However, it is pointed out that some efforts in the desired direction were made. These include the Bridge Program, the Affirmative Action Planning Committee, and the recruitment of minority graduate students. Appendices include a compilation of training activities and strategies, data collected during the course of the research, questionnaires dealing with minority concerns, a market availability analysis, a training evaluation instrument, and an interpersonal skills scale. (Author/EB)

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A TRAINING MODEL FOR IMPROVING INTERRACIAL RELATIONS

FINAL REPORT

Submitted By

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PREFACE

During the academic year 1972-73 UMBC, like many other schools, was besieged by racial disturbances involving black and white students and staff. Concerned persons began meeting together in the fall of 1972 in an effort to find solutions to the problems which led to the disturbances. Some of the problems dealt with conflict in the residential halls; others emanated from incidents in the dining hall; while others resulted from uneven handling of problems involving the security force. The meetings generated discussion which was mainly reactive rather than proactive, i.e., preventive in nature. The feeling of urgency expressed in those meetings generated a desire for more specific ways of dealing with what was identified by the group as racism.

Members of the faculty of African American Studies along with some of the counseling staff eventually convinced their respective directors and the University administration to fund a semester course on racism. Its success resulted in a continuation of the course expanded to two semesters, and in the preparation of a proposal which was submitted to N.I.M.H.'s Center for the Study of Minority Group Problems.

The focus of the project proposed that problems arising from racism should be dealt with by a proactive program designed to train persons in systems intervention. Thus the training model, described later, had certain elements which were proactive in nature--diagnosis of the system, identifying areas for change, and implementing change prior to a crisis or conflictual situation.

The general objective for the research project was to test a model for intervention strategies in reducing racism--personal, cultural,

and institutional--as it impacted on Blacks in a university setting. The long term objective was to provide a viable model for preparing persons as change agents responsible for reducing institutional racism in their institutions.

Thus the purpose of this research was to test the following hypotheses:

> Attitudes and behaviors which reflect racism can be significantly changed through a proactive training model.
>
> With adequate preparation, there will be no significant difference in the change in the attitudes and behaviors of volunteer and non-volunteer participants.
>
> Institutional racism can be significantly reduced by changing attitudes and behaviors of key decision makers at all levels of UMBC.

With those general and specific aims in mind a professional staff was assembled to test the model.

Professional Staff:

Mrs. Sadie Fletcher - Co-author of proposal and Trainer

Dr. James Edler - Trainer

Dr. M. Henry Pitts - Trainer and Psychologist

Mr. Lindley Butler - Trainer

Dr. Daphne Harrison - Trainer and Project Director

Dr. Saundra Murray - Research Associate

Dr. Rosemary Tofalo - Research Associate

Ms. Sara Portera - Secretary

Technical Staff:

Ms. Janice Collins - A. V. Technician

Ms. Annie Montgomery - A. V. Technician

The Black Affairs Center provided consulting services for one year of the project. Its team, under the leadership of Mr. Leon West, included Mrs. Margaret Wright and Dr. Francis Trustie.

Special acknowledgements are due Sadie Fletcher and Ronald Esposito (presently at N.Y.U. but formerly at UMBC) who were instrumental in the development, writing, and teaching of the original racism course, and who were co-authors of the proposal for the subsequent project described herein.

Acknowledgements are due also to Dr. Calvin B. T. Lee, former UMBC Chancellor, and Dr. Morton Baratz, UMBC Vice Chancellor, who provided administrative support for the project and its staff. Likewise, the firm support, encouragement, and guidance from Dr. Willie Lamousé-Smith, Director of African American Studies, gave us the strength to persevere as we proceeded.

A special note of thanks is due Mrs. Eleanor Latini who toiled over numerous drafts of manuscript throughout the tenure of this effort, from its inception to the present.

I am sincerely grateful and indebted to a staff who endured more than was ever dreamed of in their efforts to achieve the aims of this project.

Dr. James Ralph, Director, and Mr. Richard Shapiro, of the Center for the Study of Minority Group Problems, N.I.M.H., were always helpful when we needed them.

I.

INTRODUCTION

The assumptions underlying this model are 1) institutional racism is systemic and must be attacked through systems intervention; 2) persons in a system need specific skills in order to initiate, develop and strategize for change in that system; 3) racism intervention requires individual, group and intergroup skills development at all levels of the system; and 4) commitment of the top level administration is key to the success of the model.

The model operates through three Stages: Stage I - Introductory Training, Stage II - Specialized Training in Racism Intervention and Stage III - Follow Through or Implementation.

The theoretical framework for this model utilizes the premise of Argyris regarding intervention, i.e.:

> . . . the more individuals in systems are able to behave in an open and experimenting manner, the more they are able to express feelings related to substantive issues, the more they enable others to do the same, the higher the probability is that the system in which they work will manifest competent problem solving, decision making and implementation of behavior. (Argyris, 1973, p.40)

Stage I - Introductory Training

Top Administration

Middle Management

Faculty, staff and students

Fig. I

Separate Distinct Groups

The introductory training had as its basic purpose the development of self and group awareness around issues of race. Specifically, training during this stage was devoted to 1) self awareness and group awareness, 2) basic communication skills building, 3) understanding group process, 4) recognition of problems arising from covert/overt race prejudice, 5) immersion in a new cultural experience and 6) definitions of terminology.

Training for Stage I of the model required the participants to be grouped according to the positions they held in the organizational hierarchy. Thus, top level administrators, such as the chancellor, vice chancellors and deans, comprised Level I. Middle management-type administrators, such as directors and department chairmen, both faculty and staff, were Level II. Persons with non-administrative functions, faculty, staff and students, were the pool from which Level III participants were drawn. The reason for separating groups in this Stage was to provide a non-threatening situation in which persons could begin to open up in an atmosphere of support. The assumption underlying this is that learning new behaviors which require being more open, being experimental, and owning up to feelings is accepted easier when done within the peer group.

Self and group awareness training activities engaged the learners in one-on-one encounters which focused on feelings of conflict about experiences with racism. A weekend retreat early in the training provided experiences of living with and confronting issues of power, Black/White differences, motivation for participation, and acceptance/rejection of different cultural systems. Power games, stereotyping and perception exercises, and self and group reflection experiences were used to encourage

individuals to look at their style of interaction; to examine the assumptions which they hold, and to confront the inconsistencies in their behavior and motives. Data and behavior generated from the intensive weekend experience were the foundation upon which change in self and group modes of interaction were to be built.

Skills in listening, paraphrasing, and feedback were practiced through dyads, triads, small group and large group experiences. Group dynamics and group process skills were taught through role playing then tested with task assignments. Self report instruments were used periodically to give participants feedback on their progress in skills development. A cultural immersion experience required each participant to spend a minimum of four hours in a culture different from his/hers in order to confront his/her own value system and cultural biases. Each experience is shared with the group and reacted to by all. Discrepancies in values espoused and values acted upon were discussed with emphasis on the role racism plays. All activities were videotaped for two purposes: 1) to provide individuals and groups with accurate feedback of their behavior, and 2) to allow the trainers to study behavior in order to better plan subsequent training activities. (Appendix 1)

The final task in Stage I was the identification of a topic on racism in the community on which small groups did background reading, collected basic data, and reported an assessment to the total group. Such tasks included an examination of the stereotypes presented in the local media for a period of several months; a survey of discrimination in the Army; the effects of subtle racism on elementary aged children, etc. The main objectives of the task were to become familiar with the literature on

institutional racism; and to demonstrate, through the organization of the data, how institutional racism permeates our society.

Throughout Stage I, participants were expected to test learning by utilizing their skills outside the training group. They were also encouraged to maintain and strengthen their relationship with each other outside the training sphere.

The focus on group training comes from reports in the literature which suggest that not only the motivation for change is improved but also the effectiveness of the group. Benefits of group effectiveness noted were: 1) generating new ideas through brainstorming; 2) group members supplementing each other as resources; 3) creating commitment to certain goals; and 4) influencing of opinions. (Hall and Williams, 1970; Napier, 1970)

State II - Specialized Training in Racism Intervention

At this stage the model moved from horizontal to vertical groupings. The training groups were to be combinations of persons from Levels I, II and III who would eventually form Action Research Groups (McGill and Horton, 1973, p.23) as they identified specific problems on which they wished to work.

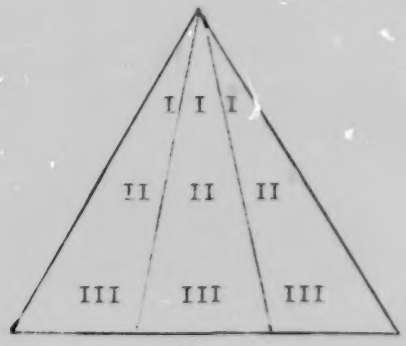

Fig. 2
Mixed Groups of Level I, II and III

In this stage the model was impaired because the Level I participants dropped out of training due to the extreme political turmoil on campus as Stage I began. Consequently, only persons from Level II and III continued training. The effects of this breakdown will be discussed later. The group thus contained persons from middle level staff positions, faculty, student and staff.

Lippitt describes modeling as a way to enhance one's awareness and insight into ". . .complexities by improving the way that one 'perceives' or 'sees' the change situation." (Lippitt, 1973, p.5) We accept this notion that modeling enables individuals and groups to sharpen their perceptions of situations and increases the probability for implementing change. Consequently, Stage II training continued with small group development that focused on technical and organizational skills such as problem identification, statement of goals, data collection, organization and analysis, problem solving strategies and action plans. Groups were to model the utilization of these skills before implementing them in the university.

During this stage participants were to begin synthesizing their learnings about racial awareness, cultures and values, group process and group effectiveness with the skills of problem solving and decision making to develop action plans for intervening in the system. To aid these individuals and groups with different roles and perceptions in becoming effective Action Research Groups a retreat at the beginning of Stage II was devoted to a simulation on creating a non-racist university. (See Appendix 2)

Stage II activities included the use of force field analysis to refine problem and goal statements, the development of a time line, data collection, reevaluation of the problem, identification of resources, and

development of an action plan based on the data collected. The requirements for each skill were directly related to accurate statement of the problem, which implied valid information about it and accurate analysis of the data.

Action Research Groups were formed on the basis of the problems which individuals consider a priority for them. At each step of their work each ARG reported to the total group which then offered constructive criticism about the method and the content of their plan. They played interviews or presentations to persons in the university from whom information or assistance was sought. This process was critical to the success of ARG's because of the necessity to recognize, in advance, the weaknesses in their approach; and to prepare contingency strategies if a request was met with hostility or was unproductive.

The main purpose during Stage II was to develop problem solving and decision making skills as well as a strong group support system which was protective of individual and group goals and which encouraged intergroup cooperation. Team building was emphasized throughout this process so that group effectiveness could be maintained. Each ARG prepared an action plan with a projection of the expected dates for completing the tasks necessary to achieve the goal. This was hampered due to the attrition of group members especially from Level II. Thus the thrust for change was left to persons with the least assigned power - faculty, staff and students. The expectation of cooperative input from participants in top and middle level positions was thwarted leaving the other participants to struggle with the problems. The data collected on the willingness to acknowledge and then move against racism suggest that persons in these

positions were not truly committed to the goals of the project. (See Section III, pp.15-16) Little or no support for persons at Level II was provided to encourage their participation. Some dropped out because of the negative pressure from their superiors. This was done in a covert manner.

Stage III - Implementation of Racism Intervention Plan

The training ceased at the end of Stage II and trainers acted as consultants to the ARG's when Stage III began. The purpose of this stage was to implement the plans for changing the system. Trainers responded only to requests by ARG's for assistance in planning or evaluating their activities. It was expected that there would be very little need for this if Stage II training was successful. However, as stated previously, the attrition of key persons affected the development of the ARG's. An examination of their problem and goal statements and what they were actually able to accomplish reveals the breakdown in the implementation stage. (See Section III, pp. 17-19)

II.

INSTITUTIONAL DIAGNOSIS

This section describes the efforts to develop a profile of the university as regards its population, policies and procedures directly related to minority needs. These data are the basis upon which the institution can be described as addressing the needs of its minority population or as being institutionally racist.

Institutional racism is traditionally defined as the disproportionate distribution of economic rewards and status positions among minority and majority persons. An example of the actuarial approach to researching and demonstrating the effects of institutional racism was done by Nordlie (1974) for the U.S. Army.

Appendix 3 presents data showing the distribution of faculty, staff, and students according to race for selected areas (e.g., full-time faculty representation in rank). Although no formal statistical comparisons were made, it is evident from close examination of the tables that there is little change in the direction of increasing numbers of Blacks. Indeed, there are declines in some areas. Data were collected at three points in time: initial or pre-project (January 1975), mid-project (January 1976) and final or at-end-of-project (January 1977).

The RID Project Staff moved into a relatively unexplored realm by extending the operational definition of institutional racism. Specifically, we posited that institutional racism in a university exists when there are no policies and procedures addressed to the needs of minorities within the institution. Moreover, an institution affected by institutional racism will not be able to document formal programmatic, procedural and

policy commitment to minority concerns.

In order to make a definitive statement about specific minority-related procedures and policies, a document entitled a Framework for Evaluating Institutional Commitment to Minorities and developed by the American Council on Education was consulted. The expressed purpose of the Framework was stated as follows: "It is intended as a stimulus for self-assessment, evaluation, and change." (American Council on Education, 1976, p.4) To facilitate data analysis the RID Project Staff edited the original set of questions to secure open-ended responses concerning existing programs for minorities and/or plans for future programs. (See Appendix 4) Appropriate sets of questions were sent to key decision makers in Level I and Level II and to their counterparts.

Forty-seven individuals were assigned a mean of six questions each. These questions and a cover memorandum requesting written response were sent to these 47 individuals on July 27, 1976. On August 18, 1976, 39 of the 47 persons received a second memo requesting response to the original request for information on institutional commitment to minority concerns. After that second round of memos, several more written contacts were made on an individual basis depending on questions or problems the identified persons asked the RID Project Staff. Those 39 persons received a mean of 3.56 additional memos, e.g., in response to problems, sending out second and even third sets of minority concern questions and in 16 cases asking for any response at all. By late October 1976, we decided to send a simplified (multiple-choice) set of questions to persons (N=26) who had not responded to the original, open-ended questionnaire. The multiple-choice questionnaire is shown in Appendix 4. Only 11 of 47

persons responded to the open-ended questionnaire, the multiple-choice questionnaire, or various follow-up memoranda.

The paucity of precise, direct responses from decision makers precluded a sophisticated statistical diagnosis of institutional patterns of racism. (Data were useful for an analysis of individual patterns; see "Effectiveness of Training for Administrators" in Section III.) However, an informal analysis of responses received is indicative of institutional racism as defined above. For example, there are several areas where officers of the university gave conflicting responses to the same inquiry.

> Item. Are studies conducted on the causes of undergraduate attrition of minority students?
>
> One officer responded "yes" but provided no specifics. Another officer responded to the same item, "Don't know." Yet, another officer responded by saying "studies were in progress." A further check revealed that no formal study has been instituted.

Another example of the discrepancy among the responses from key officers is shown with the following:

> Item. Is there a means whereby emphasis is placed on developing institution-wide procedures to improve minority student persistence?
>
> One academic officer stated that there is a formal means while another stated there was nothing formal at present.

These and other examples of discrepancies are indicative of the lack of a cohesive, formalized, structure for addressing the needs of minority students, faculty and staff. They, along with the many responses referring to informal rather than formal procedures, are consistent with the posture of an institution which is not willing to take a formalized stance

against institutional racism. Further it is representative of an institutional attitude, not of discrimination, but of maintaining the status quo through "business as usual."

III.

EVALUATION OF THE TRAINING MODEL

The purpose of this evaluation was to assess the training model's effectiveness in 1) reducing racist attitudes and behaviors of participants and 2) enabling participants to effectively intervene in a system. Measurement in these areas included charting Action Research Group effectiveness, examining the behavior of Level 1 and 2 participants, and comparing participants' attitudes (pre and post-training) on racism-relevant issues.

This section presents the methodology employed and results obtained in making the various assessments; the results are also interpreted and discussed. First, the effectiveness of training for administrators will be considered. A second subsection concerns training effectiveness as reflected in perceptions and activity of action research groups. Finally, attitudinal change as a function of training is considered.

Effectiveness of Training for Administrators

One assumption implicit in the Project's training efforts was that key administrators must first acknowledge racism as a problem and then exhibit behavior indicating a willingness to initiate and assist in problem-solving efforts. This section describes the effectiveness of training in producing behaviors of 1)willingness to acknowledge racism as a problem and 2) willingness to move in a positive direction on the problem.

Method

Participants

Participants were 11 administrators in Level 1 training and 36 administrators not participating in the RID project.

Dependent Measures

The two dependent measures described above were developed from respondent data concerning the Framework for Evaluating Institutional Commitment to Minorities. The questionnaire was adapted from an instrument devised by the American Council on Education and consists of a series of questions concerning various units of the University. Data is elicited on existing programs for minorities and future plans for programs; implementation dates are also requested. A sample question is as follows:

> Is there an institutional means for facilitating the recruitment of the minorities for disciplines in which they are underrepresented?
>
> Specifically, do these strategies include making special funds for recruitment, financial aid, and retention techniques available for these efforts?

When was it instituted?

How has it evolved since the beginning?

How is its effectiveness determined?

Are there any future plans in this area?

Please annotate other strategies.

Participants could respond to the questionnaire in a number of ways. While written, open-ended responses were requested in the memorandum accompanying the initial distribution of the questionnaire, respondents could also agree to an interview conducted by a Project research associate. The interview was designed to be a follow-up to written responses, but some respondents substituted the interview for written responses. A second version of the questionnaire elicited multiple-choice responses; this version was designed to elicit responses from persons who did not respond to the open-ended questionnaire (either in writing or in interview). The questionnaire (both open-ended and multiple-choice versions) is shown in Appendix 4. Appropriate sets of questions were mailed to all participants. The willingness to acknowledge racism as a problem was operationalized as any respondent-initiated response (telephone inquiry, memorandum, etc.) to RID memorandum concerning the open-ended questionnaire; a cut-off date for responses was established and interviews, since they were initiated by one of the research associates, were excluded as positive responses. This variable was termed "Simple Response," and values were 1) 0=no response and 2) 1=any response before the cut-off date. Data were taken from a detailed log of telephone inquiries, memoranda, and completed questionnaires submitted.

The second conceptual variable, willingness to move on racism

in a positive direction, was measured by the nature, or quality, of the responses to both the open-ended and multiple-choice questionnaires.

The following criteria were used for categorizing the various responses:

0 = Respondent neither scheduled an interview nor completed the multiple-choice questionnaire;

1 = Respondent was interviewed or completed the multiple-choice questionnaire;

2 = Respondent completed the open-ended questionnaire;

3 = Respondent was interviewed and completed the open-ended questionnaire.

It can be seen that responses were coded in the direction of increasing effort required to provide the requested information.

Results

Willingness to Acknowledge Racism as a Problem

It was hypothesized that RID participants would make a greater number of responses concerning the questionnaire than nonparticipants. A chi-square analysis was performed in order to test the relationship between simple response rate and participation. The results of this analysis indicated that simple response was independent of participation level ($x^2 = .73$, $df = 1$), i.e., the two groups were comparable in their response or non-response to the questionnaire.

The following table shows the number of participants vs. non-participants who either responded or did not respond:

	Participants	Nonparticipants
No Response	21	15
Response	8	3

Willingness to Move in a Positive Direction

Data were compared for Level 1 participants (n=11) and a random sample of non-participatns (n=11) of 36 to whom questionnaires were sent; it was hypothesized that participants would have a higher mean response-nature score than nonparticipants. A t-test for independent samples was planned to test the significance of the difference between the participants' mean ($\bar{x}$=1.18) and the nonparticipants' mean (also 1.18). However, since the means were identical and would have yielded a t of 0, it was concluded without a formal test that there was no significant difference in the means for the two samples.

Training Effectiveness as Reflected in Perceptions and Activity of Action Research Groups

As noted in the Introduction, at the conclusion of Stage 2, participants from Levels 2 and 3 formed Action Research Groups (ARGs) for the purpose of utilizing their skills for intervention in the University. Each ARG identified a racism-relevant problem at UMBC and developed an action plan for intervening in the University toward the solution of the problem.

Evaluation of training effectiveness with respect to ARGs was in two areas. One was ARG members' perceptions of training effectiveness; perceptions were measured via an inventory devised by Project trainers. The second area involved description of ARG activity in terms of progress that ARGs made in implementing their racism intervention strategies; the basic concern was determining how effective training was in preparing ARGs to intervene using a problem-solving, data-based approach.

Method

Participants and Group Composition

Participants were twenty-two faculty members (n=2), classified staff (n=2), and students (n=18). These participants formed six Action Research Groups during Stage 2; Table 1 summarizes the composition of each group.

TABLE 1

ARG	GOAL STATEMENT	COMPOSITION OF ARG	GROUP MEETINGS			ATTENDANCE AT CHECKPOINT MEETINGS 1	2	3	ACTIVITIES, COMMENTS
1.	To increase culture awareness of white faculty members of the academic needs of Black and minority students	4 S						X	1. Group merged with ARG 3 (August 1976)
2.	To provide the Affirmative Action Program with a regulatory body which has sufficient power to assure that the program will be implemented	1 S 1 F 1 C		2	1 1	X	Y	X	1. Collected extensive data file regarding Affirmative action 2. Sent memo to and held 3 meetings with Chancellor regarding Affirmative Act. 3. Met with Affirmative Action Implementation Subcommittee
3.	To develop a cadre of responsive white faculty	3 S		1	1			X	1. Pilot-tested questionnaire on academic problems black students face in dealing with white instructors (Stage 3)
4.	To have at least a proportionate number of Blacks in faculty, staff and administration to Black students	2 C 4 S		1				X	1. Revised group plan in June 1976
5.	To show the need to study Black Psychology. To make instructors and students aware that Black Psychology does exist. Need for Black Psychologist at UMBC.	1							
6.	[To facilitate] faculty in education and AFAM [in having] positive interactions with each other by working together on a Multi-Cultural Teacher Education Summer Institute	1 F		1	1				1. Wrote concept paper 2. Produced summer timeline 3. Group dissolved 8/31 due to faculty departure

Perceptions of Training

A 16-item inventory was devised by Trainers to measure ARG members' perceptions of training; judgments of the training received in preparation for ARG activity. Five broad areas were included in the inventory: Self-Awareness, Communication Skills, Group Gynamics, Intellectual Skills in Problem Identification, and Action Research Skills. These areas reflect aspects of training for Level 2 and 3.

A sample inventory is presented in Appendix 6. Participants completed the inventories at the conclusion of Stage 3 on an individual basis. Responses were placed on 11-point Likert-like scales anchored at both extremes and the midpoints.

Assessment of ARG Progress in Implementing Racism Strategies

Data concerning ARG progress were compiled from written reports submitted periodically by ARGs, oral reports given by ARG members at "checkpoint" meetings of ARG members and Project staff, and reports from trainers who served as consultants to ARGs. Table 1 summarizes the activities of each group.

Results and Discussion

Perceptions of Training

Two thirds of the ARG members (n=10) responded to the inventory assessing perceptions of training. Table 2 shows the means and standard deviations for each item.

TABLE 2

Means and Standard Development of Items on the
RID Project Training Evaluation

Item	$\bar{X}$	SD
A. Self-Awareness		
1. Training increased my awareness and acceptance of my own values	5	3.16
2. Training increased my awareness and acceptance of my own racial identity	5.2	4.07
B. Communication Skills		
1. Training facilitated my ability to express my needs	6.1	1.22
2. Training facilitated my ability to listen	7.1	1.7
3. Training facilitated my ability to feedback information	7.3	1.73
C. Group Dynamics		
1. Training helped me gain a better understanding of blocking behaviors which inhibit work	6.8	1.8
2. Training helped me gain a better understanding of facilitating behaviors which help work be accomplished	6.9	1.64
D. Intellectual Skills in Problem Identification		
1. Training taught me to define terms	6.2	2.8
2. Training taught me to analyze systems	5.6	1.2
3. Training taught me to formulate issues	5.8	1.6
E. Action research skills		
1. Training provided me skills in gathering data	5.5	3.3
2. Training provided me skills in developing identity and consensus with my ARG	7.1	1.8
3. Training provided me skills in forming hypotheses	4.7	3.03
4. Training provided me skills in performing force field analysis	7.1	2.02
5. Training provided me skills in estimating and operating along a time line	7.1	2.3
6. Training provided me skills in evaluating and reformulating hypotheses as part of a recurring cycle	6.8	2.36

Respondents rated training in Communication skills ($\bar{x}$=6.83), Group Dynamics ($\bar{x}$=6.85) and Action Research Skills ($\bar{x}$=6.38) higher than they rated Self-Awareness ($\bar{x}$=5.1) and Intellectual Skills ($\bar{x}$=5.86). The greatest variation in responses occured in the Self-Awareness Skills (S.D.=3.62) and Action Research Skills (S.D.=2.47) items. The standard deviations for other skill areas were 1.55 for Communication Skills, 1.72 for Group Dynamics skills and 1.87 for Intellectual Skills. Thus respondents showed greater agreement in their evaluation of these training areas than they did in the areas of self-awareness and action research.

Of the individual items, hypothesis formation (Item E 3) received the lowest rating ($\bar{x}$=4.7, S.D.=3.03), whereas the item assessing the extent to which respondents perceived that training increased their ability to feedback information received the highest rating ($\bar{x}$=7.3, S.D.=1.73).

Activities of Action Research Groups

From the table summarizing ARG activity (Table 1), it can be seen that one group (ARG 2) exhibited the most consistent efforts toward achieving their goal. This group consists of a student, a faculty member and a classified staff member. They met as a group with some regularity and did extensive background research and organized the data into a file of documents, memoranda, etc. This ARG also initiated a dialogue with the Chancellor (both the former Chancellor and the incumbent) via memoranda and meetings concerning Affirmative Action.

Other groups exhibited either on Stage 3 activity (ARG 5) or early efforts which dissipated or ceased as Stage 3 progressed (ARGs 1, 3, 4, and 6). Group 1, which initiated their Stage 2 activity with an article published in the student newspaper merged with ARG 3 during the summer

months; they had initiated no other Stage 3 activity prior to their merger. ARG 3 pilot-tested a questionnaire on academic problems Black students face in dealing with White instructors. ARG 4 produced a revised action plan at the start of Stage 3 but the group displayed no further progress. The final group, ARG 6, produced both a concept paper describing a multicultural education project and a summer time-line, but ceased activity when the group leader, a faculty member, resigned from the university.

It is apparent that, with one exception, ARGs did not exhibit a sustained level of anti-racism activity. No group was successful in reaching its goals. The great variation in participants' assessment of training in action research skills suggests that some members may have been better prepared (or at least perceived that they were better prepared) than others for intervention activity. The apparent lack of commitment exhibited by some ARG members may have been a function of a perceived unreadiness to effectively intervene in the system. This in turn suggests that training would be more effective if it resulted in greater uniformity in ARG members' preparation and confidence in action research skills.

A structural problem is suggested by the composition of the various ARGs. The most successful group (ARG 2) was composed of a faculty member, a staff member, and a student. In contrast, other groups were composed mainly of students, with perhaps one staff member in a group. It appears that the optimal group composition may be that suggested in the model, i.e., an ARG consisting of representatives of each level of the University.

Attitudinal Change as a Function of Training

One of the predicted outcomes of training was a change in participants' attitudes toward institutional racism (i.e., from endorsement of institutional racism to rejection of institutional racism) and a change in participants' reported behavior in inter-racial situations. Several extant attitudinal scales were examined and subsequently judged as inappropriate for the anticipated RID participants or not pertinent to issues of racism. Two attitudinal scales (the Interpersonal Skills Scale and the Attitudes and Role Perceptions Scale), were devised by Project staff in order to measure racism-relevant attitudes of Project participants. This section describes the development of the scales and their pilot-testing with RID participants.

Development of Scales

Participants

Eighty randomly selected UMBC students who did not participate in the Project and 60 RID participants were administered the two scales in groups of various sizes.

Description of the Scales

The Interpersonal Skills Scale (See appendix 7) consists of 32 items describing behaviors which individuals exhibit in relationships with black and white persons. Respondents indicate the extent to which an item describes their typical behavior by selecting one of five scale items (5=always, 1=never). A total score is obtained by summing the scores on individual items. A high total score indicates that the respondent is aware

of and sensitive to the subtle dynamics involved in interacting with persons from varied cultural milieu. It further indicates his/her willingness to interact with a person from a different group.

The Attitudes and Role Perceptions Scale (See Appendix 8) was designed to measure individuals' attitudes toward institutional racism. A positive attitude toward institutional racism (and hence, indirectly, individual racism) was defined as endorsement of statements concerning 1) the inability of Blacks to perform in certain positions, 2) the inequity (for whites) involved in remedies for inequalities suffered by Blacks, 3) racism as a problem for Blacks rather than as a condition perpetuated by whites, and 4) whites as more deserving of rewards than Blacks. [Note that in the actual instruments, items are varied in their wording. Thus some statements, if endorsed, are indicative of a positive (non-racist) attitude while others are indicative of a negative (racist) attitude. The scoring of certain items is thus reversed. A high score represents a relatively non-racist attitude].

The scale contains 67 statements, and participants indicate the degree of their agreement with a given statement scale (+3 = strong agreement, -3 = strong disagreeemnt). The total score is the algebraic sum of the several item scores. Items for both scales were selected on an a priori basis.

Preliminary psychometric analysis indicates that refinement of both measures is desirable. Item analyses (Appendices 7 & 8) indicate that 16 percent of the Interpersonal Skills items and 15 percent of the Attitudes and Role Perceptions items should be eliminated; however, a larger sample size (N=140 in the present analysis) is necessary before appropriate

decisions concerning elimination of items can be made.

Reliability estimates for the Attitudes and Role Perceptions are in the high to moderate range (cf. Table 3); however, reliabilities for the

TABLE 3

Attitudes and Role Perceptions Test Data: Reliability and Discriminant Validity

Sample	Type	N	R
	Internal Consistency		
RID participants + UMBC Students	Split-half	140	.76
	Spearman-Brown	140	.86
	Test-retest Reliability		
RID participants	8 months	38	.84
	Correlation with Other Indices		
RID participants	Marlow-Crowne Social Desirability Scale	18	-.40
RID participants + UMBC Students	Interpersonal Skill Scale	140	.10

Interpersonal Skills test are low for this type of instrument (cf. Table 4). The mixture of items in the latter (i.e., items related to behavior with whites are included with items describing relations with blacks) should receive further consideration. For example, analysis of racial differences on the various items might be differentiated according to type of interpersonal situation (e.g., behaviors with whites, etc.).

TABLE 4

Interpersonal Skills Test Data: Reliability and Discriminant Validity

Sample	Type	N	R
	Internal Consistency		
RID participants + UMBC Students	Split-half	140	.47
	Spearman-Brown	140	.64
	Test-retest Reliability		
RID participants	8 months	33	.53
	Correlation with Other Indices		
RID participants	Marlow-Crowne Social Desirability Scale	15	.15
RID participants + UMBC Students	Attitudes and Role Perceptions Scale	140	.10

Table 5 presents the means and standard deviations of scores for the three levels of Project participants and the non-participant group. It can be seen from this table that Level 3 participants and non-participants had lower scores than Levels 1 and 2 on Interpersonal Skills; differences were non-significant, however. Non-participants scored significantly lower than all other groups on the Attitudes and Role Perceptions Scale.

It should be noted that non-participants' scores were considered as possible comparisons for participants' scores so that attitudinal change as the result of training could be adequately assessed. However, in view

TABLE 5

Means and Standard Deviations for Attitudinal Measures by Type of Group

Group	Measures			
	Interpersonal Skills		Attitudes and Role Perceptions	
	Mean	SD	Mean	SD
Participants				
Level 1 (N= 14)	124.57	15.32	64.00	37.71
Level 2 (N= 6)	123.33	3.77	76.83	28.52
Level 3 (N= 40)	113.78	15.04	74.20	33.96
Nonparticipants (N= 80)	117.94	17.71	21.26	37.33
All groups (N=140)	119.91	12.96	43.04	34.38

of the differences of the two groups scores on the Attitudes and Role Perceptions scores and the non-comparability of the groups in terms of composition (non-participants were all students in contrast to participants, who represented all strata in the University) it was decided that conclusions drawn from any comparisons would be tenuous.

Attitude Change of Participants

Method

Since the model assumes that change in regard to racist attitudes occurs primarily as a result of Stage 2 training, it was decided to compare the scores of participants who completed Stage 2 and formed Action Research Groups with scores of participants who either failed to complete Stage 2 or did not enter Stage 2 training. The former group consisted of 18 persons, 11 students, 3 faculty members, and 4 classified and associate staff; of these participants, 15 participated in both administrations of the attitudinal measures. The second group was comprised of 24 Level 1, 2 and 3 participants who did not complete Stage 2 training.

For the pre-test the two attitudinal measures were administered

in group sessions (note that this was the same administration described in the 'Development' section above) at the beginning of Stage 1. At post-testing scales were administered to active participants in a group and former participants completed the scales individually.

Results and Discussion

Scores for the measures were analyzed in two 2 x 2 "mixed" analysis of variance presented in Tables 6 and 7. Means and standard deviations

TABLE 6

Analysis of Variance of Interpersonal Skills Scores

Source	df	MS	F
Between groups			
Participant Status (A)	1	1009.72	4.24*
Error	31	238.05	
Within groups			
Time of Testing (B)	1	686.08	9.01**
A x B	1	456.02	5.99*
Error	31	76.15	

*$p < .05$
**$p < .01$

of the two measures by participant group are shown in Table 8. Factors analyzed were participant status (completed training versus did not complete training) and time of testing (Pre-test or pre-Stage 1 and post-Stage 2). In the analysis of the Interpersonal Skills Scores (Table 6) a main effect for participant status indicated that participants who completed training had lower scores than those who did not complete training. As indicated by a significant main effect for time of testing, post-test scores were higher than pre-test scores. Analysis of the significant

TABLE 7

Analysis of Variance of Attitudinal Scores

Source	df	MS	F
Between groups			
Participant Status (A)	1	4360.79	2.20
Error	36	1980.46	
Within groups			
Time of Testing (B)	1	1446.73	7.33**
A x B	1	595.36	3.01*
Error	36	197.44	

*p .10
**p .01

TABLE 8

Pre- and Post-Test Means and Standard Deviations of the Two Attitudinal Measures by Participant Group

	Participant Group					
Measure	Completed Training			Did Not Complete Training		
	Mean	SD	N	Mean	SD	N
Interpersonal Skills						
Pre-test	109.50	17.58	12	123.10	11.41	21
Post-test	121.67	11.59	12	124.33	10.63	21
Attitudes and Role Perceptions						
Pre-test	86.27	34.26	15	65.04	29.95	23
Post-test	89.47	28.14	15	79.70	37.63	23

participant status x time of testing interaction indicated that participants who completed training had lower initial scores than participants who did not complete training. Moreover, scores of participants who completed training showed more (but not significantly more) improvement in a

positive direction, whereas scores for the group that did not complete training remained at the same level.

One explanation for high initial scores of those who did not complete training is that this group, composed primarily of administrators, was more adept than the group which completed training (composed primarily of students) in those skills measured by the Scale. This is not an unreasonable conjecture, given the necessity and opportunity for interpersonal skill development in administrative positions. This possibility raises some questions concerning the validity of the Scale as a self report of racism behavior, since presumably many high level administrators, prior to effective racism training, exhibit racist behavior and hold racist attitudes.

The analysis of variance of the Attitudes and Role Perceptions scores (Table 7) revealed a significant main effect for time of testing and a significant participant status x time of testing interaction. As indicated by the former effect, post-test scores were significantly more positive than pre-test scores. Analysis of the interaction indicates, however, that pre- and post-scores for participants who completed training were not significantly different. In contrast, post-test scores for participants who did not complete training were significantly higher than pre-test scores. Furthermore, the two groups differed at pre-testing; the group which completed training had significantly higher scores than the group that did not complete training.

These data suggest that the Attitudes and Role Perceptions measure may be a useful index of individuals' readiness for the training experience and commitment to anti-racism efforts. This in turn suggests that the measure is more appropriate as a screening tool than as a measure

of attitudinal change.

The suggestions made with regard to both measures should be considered tentative, since 1) the instruments were not subjected to extensive psychometric analysis, 2) several of the psychometric analyses attempted used Project participants, and 3) the number of non-project participants was small.

IV

CONCLUSION

The evaluation of the training model generally indicated that the model was minimally effective in reducing the impact of institutional racism. However, some efforts in the desired direction can be traced to the Project's presence. These efforts, though not amenable to sophisticated measurement, may be described as "behaviorally" significant[1] in that they 1) were not present in the university system prior to the presence of the Project, 2) institutional racism is maintained partially because actions of this nature rarely occur, and 3) the new efforts were first steps in changing the system in a nonracist direction.

The three major efforts that can be claimed as results of the Project's presence are the Bridge program, the Affirmative Action Planning Committee, and the recruitment of minority graduate students. The ideas for each of these arose during the all-day working conferences with Level I. The Bridge program is a special summer session for entering students who need strengthening in certain critical areas in order to be academically successful. It was designed by a team of faculty members from several disciplines and was implemented in the summer of year 02 of the project.

The Affirmative Action Planning (AAP) Committee was appointed by the Chancellor in the spring of the second year (1976). The Committee's task was to write an affirmative action plan for the University. One of the ARG's had as its goal, the establishment of a regulatory committee to monitor the plan once it is approved. The AAP Committee met with them to consider including such a regulatory body.

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[1] See Argyris, 1973 for a description of the concept of behavioral significance.

An academic division provided funds for the Director of Human Resources to use in recruiting promising minority students for one graduate program. This was begun in Spring, 1976 and expanded to include all graduate programs in the following semesters.

Minority graduate students have enrolled since these expanded efforts began.

Other subtle effects have been seen in the effort to include minority representatives on critical university committees.

Perhaps the most important result of the Project is the recognition by the Project staff that the training model must be preceded by certain steps and commitments.

1. Institutional officers must be willing to make an honest assessment of the university's behavior toward its minority constituency. A diagnostic instrument such as the one devised for this project could serve this function; formalized policy and procedures should be the main indicators of presence or absence of institutional racism.
2. Top level decision makers should be committed to change where indicated by diagnosis and where recommended by program and policy.
3. A refined version of the individual measures should be used to select persons for training rather than to measure growth.

Certain aspects of the training program need to be revised by emphasizing the action research skills and truncating the personal skills development period. Care should be taken in the selection and formation of training groups in order to maximize the possibility of successful inter-

vention, i.e., the inclusion of representatives from all levels with assurance of involvement of key decision makers. Any intervention program succeeds or fails on the strength of its support and reinforcement by the key administrative officers. This model is no different and thus must be judged from that light.

Appendix 1

Training Activities

PROGRAM

Monday, January 26
"Ensuring Equal Success Through Adequate Support Services"

9:00 – 10:15 a.m. – Lecture Hall I

Presiding – Daphne Harrison, Project Director

Overview – Dr. James Ralph, Director, Center for Study of Minority Group Problems, NIMH

Remarks – Dr. Calvin B. T. Lee, Chancellor, UMBC

Introductions – Dr. Virginia Redd, Director of Learning Resources Program, UMBC

Panel – Dr. Allen Ballard, Dean of Academic Development, City University of New York

Mr. William Daniel, Director, College Preparatory Program, Mercy College of Detroit

Moderator – Dr. David Lewis, Professor, Sociology UMBC

10:00 – 12:30 p.m. – Working Sessions

Level I – Dr. Ballard – SS 207
Levels II and III and Resource Persons
Mr. Daniel – SS 211

12:30 – 1:15 p.m. – Lunch
1:30 – 4:00 p.m. – Working Sessions continue
SS 211 Mr. Daniel
SS 207 Dr. Ballard

Tuesday, January 27
"The Role of the University in Cultivating the Uniqueness of Black Students"

9:00 – 10:15 a.m. – Lecture Hall I

Presiding – Dr. Harrison

Introduction of Panelists – Dr. W. B. Lamousé-Smith, Director of African American Studies

Panel – Dr. Charles V. Willie, Professor of Urban Studies, Harvard University

Dr. Allen Ballard
Mr. William Daniel

Moderator – Dr. W. B. Lamousé-Smith

10:30 – 12:30 p.m. – Working Sessions

Level I – Dr. Willie – SS 207
Level II and III and Resource Persons
Dr. Ballard and Mr. Daniel – SS 211

12:30 – 1:15 p.m. – Lunch

1:30 – 4:00 p.m. – Working Sessions

SS 207 Dr. Willie and Mr. Daniel
SS 211 Dr. Ballard

Wednesday, January 28
"Affirmative Action vs Affirmative Rhetoric"

9:00 – 10:15 a.m. – Lecture Hall I

Presiding – Dr. Harrison

Panel – Dr. Edgar Epps, Professor of Education and Urban Studies, University of Chicago

Dr. Freddie Grooms, Assistant to the President for Affirmative Action, Florida State University

Moderator – Dr. Richard Neville, Dean of Education

10:30 – 12:30 p.m. – Working Sessions

All Groups – Lecture Hall I
Dr. Epps and Dr. Grooms

12:30 – 1:15 p.m. – Lunch

1:30 – 3:30 p.m. – Working Sessions

Level I – Dr. Grooms and Dr. Epps SS 207
Others – Evaluation and Summary SS 211

RID Project Staff

Daphne D. Harrison	– Director
Lindley E. Butler	– Trainer
James E. Edler	– Trainer
M. Henry Pitts	– Clinical Psych.
Rosemary J. Tofalo	– Research Assistant
Sara J. Portera	– Secretary
Annie L. Montgomery	– AV Technician
Janice M. Collins	– AV Technician

Consultants to Project
Black Affairs Center
Leon West
Francis Trusty

35p.

WEB CHARTS

I. Objectives: to identify behavior - verbal and non-verbal - which has racist impact and which blocks facilitative interaction

to analyze situations which reveal discrepancies or divergence between values expressed and values acted upon.

II. Rationale: Pictorial representation of a group's interaction often serves to clarify behavior in a way that simple discussion may not. This exercise provides a "reality check" for the group as each member states, graphs, and then discusses their response to a question.

III. Questions are posed by the trainer to:

1) establish who or what issue did activity seem to organize or revolve around;
2) what were the dynamics at an effective level? and
3) what were the dynamics at a problem-solving or task-implementation level?

In small groups established during the simulation each person is asked to position themselves spatially on a common sheet of paper indicating their degree of distance from each other (and the task, if appropriate). In response to the open-ended statements "The person I felt closest to..." and "The person I worked best with..." they then drew a solid line and a dotted line, respectively, with an arrow indicating the direction of the selection. If the response was mutual, then a two-way arrow would result. As a quick indicator of group cooperation, the number of two-way arrows can be tallied.

IV. Group discussion stimulated by this exercise seemed to confirm its intended purpose. Assumptions that some members made about the feelings or behaviors of others were disproven, confirmed or further clarified. Of note is the over statement of mutual feelings or perceptions that may have remained at only an intuitive level if it weren't for the exercise.

IMMERSION EXPERIENCE

I. Objectives: to demonstrate awareness of cultural differences;

to analyze situations which reveal discrepancies of divergences between values expressed and values acted upon.

II. Rationale: One of the strands in the "web of racism" is the personal history of each individual - parental influence, early childhood experiences, school, church and peer culture - which often goes unexamined. To accentuate and further clarify the lines or limits of one's own individual racism is a necessary and appropriate function of training at this point in design. Participants must get some "real life" experience to test any new insights or change in behavior learned thus far within the safer confines of training.

III. The Immersion Experience provides just such a testing ground for personal growth. To this end, the participant 1) reflects on his/her learning regarding values, culture and behavior; 2) chooses an experience; 3) clears that experience with the group (trainers monitoring for "cop out" behavior); 3) goes out and does it; 4) further reflects on this experience; and 5) then reports back to the group.

Two hand-out sheets appropriate to this assignment are attached.

Examples of the Immersion Experience for participants in this Project included: religious services, organized social dances, and family live-in experiences where participants were a racial minority; informal socializing in a sub-culture, e.g., gay bars, social activities for the elderly, etc.

IV. While several participants understood the assignment and its intent adequately and proceeded accordingly, others failed to do the critical thinking necessary to get the most out of their experience, or to have any significant experience at all. This reality was reflected in the lively discussions engendered by some reports compared to others where clearly there was a failure to grasp the assignment or carry it out. With increased monitoring of "what" people are going to do for their experience this exercise remains a worthwhile one at this stage of the training design.

THE IMMERSION EXPERIENCE

Habits develop in our daily living patterns which hinder examination of our own values. Familiarity in our surrounding environment and in our personal routines can often lead to complacency.

The purpose of this immersion experience is to encourage you the participant to step out of those familiar habits and patterns of thinking and behaving and try something different.

Preparation for such an experience requires some self-examination. Here are a few questions to ask yourself before deciding what you want to do in this assignment.

What values do you want to test?

What do you want to learn about yourself?

What are you risking?

How will this experience relate to racism?

Below are a few comments about risk taking to consider:

Definition of Risk: The extent to which the decision maker is willing to expose himself to possible failure in pursuit of a desirable goal

Some questions you might consider around risk taking

1. What sorts of things do I consider to be risky?
2. Why do I perceive them to be risky?
3. How do I feel when I decide to take a risk?

*Remember...To share of yourself (self-disclosure) is to take the risk of changing and growing, caring and helping...

After your experience take time to think over what happened, what you did, and how you felt about it. Consider these following questions:

Were any values called into question that you didn't anticipate?

What did you risk?

What did you find out about yourself? about the situation?

How do you relate this experience to racism?

Why did you choose this experience?

Was anything you already knew about yourself confirmed by this experience?

How much time did you spend?

Would you go back or do this again?

BLOCKING AND FACILITATING BEHAVIORS

I. Objectives: to demonstrate the use of feedback

to identify behaviors - verbal and non-verbal - which have racist impact and which block facilitative interaction.

II. Rationale: After spending several weeks together in training, Blacks and Whites have been exposed to a variety of behavior which may or may not be helpful in the formation of task-oriented, problem-solving teams. As individual awareness increases (the "public" sector of Johari's window) and skills in communicating this new awareness (feedback and self-disclosure) are developed, participants need a structure for directly applying these skills to issues of race within their own ranks. This is in keeping with the team-building task which comes out of the group dynamics section of training.

III. The Blocking and Facilitating Behaviors check list (see copies attached) provides the format for this applied discussion. Small groups are created by the training team with an eye to a balance of personalities. Factors needing to be kept in mind include:

1. racial ratio
2. sex ratio
3. degree of authority or initiative exhibited in training thus far
4. ability to articulate feelings
5. general "personality clash" at intuitive level.

Each group member is given two rating sheets (one for Blacks and one for Whites) and asked to rate the other members of their group. Upon completion, a strict use of the Rules of Feedback (see accompanying sheet) is adhered to, thus meeting the criteria for feedback that it be requested or volunteered, with the opportunity to check the perceptions of others present.

Trainers then mediate further group discussion after all requests for feedback have been completed.

IV. For many participants this task is the first serious test of both their feedback and listening skills. What perhaps has been "just an exercise" becomes real data regarding their participation in the purpose and intent of such a project. To this end the task was conducted and taken seriously by all observed.

In the revised training model, with the earlier formation of ARG's, this exercise takes on significant impact as participants continue their assessment of each other as potential team members.

Behaviors Which BLOCK Authentic Relations								
Behaviors of Whites - Interruptions.								
- Condescending behavior.								
- Offering help where not needed or wanted.								
- Avoidance of contact (eye-to-eye and physical).								
- Verbal focus on Black behavior rather than White behavior.								
- Insisting on playing games according to White rules.								
- Showing annoyance at Black behavior which differs from their own.								
- Expressions of too-easy acceptance and friendship.								
- Talking about, rather than to, Blacks who are present.								

Behaviors Which FACILITATE Authentic Relations								
- Directness and openness in expressing feelings.								
- Assisting other White brothers to understand and confront feelings.								
- Supporting self-initiated moves of Black people.								
- Listening without interrupting.								
- Demonstration of interest in learning about Black perceptions, culture, etc.								
- Staying with and working through difficult confrontations.								
- Taking a risk (e.g., being first to confront the differences).								
- Assuming responsibility for examining own motives and where they are.								

Behaviors Which BLOCK Authentic Relations

Behaviors of Blacks

- Confrontation too early and too harshly.
- Rejection of honest expressions of acceptance and friendship.
- Pushing Whites into such a defensive posture that learning and re-examination is impossible.
- Failure to keep a commitment and then offering no explanation.
- "In-group" joking, laughing at Whites - in Black culture and language.
- Giving answers Blacks think Whites want to hear.
- Using confrontation as the primary relationship style.
- Isolationism.

Behaviors Which FACILITATE Authentic Relations

- Showing interest in understanding White's point of view.
- Acknowledging that there are some committed Whites.
- Acting as if "we have some power" - and don't need to prove it.
- Allowing Whites to experience unaware areas of racism.
- Openness.
- Expression of real feelings.
- Dealing with Whites where they are.
- Meeting Whites half-way.
- Treating Whites on one-to-one basis.
- Telling it like it is.
- Realistic goal-sharing.
- Showing pride in their heritage.

TAVISTOCK "FISHBOWL"

I. Objectives: to demonstrate the use of feedback

to identify behaviors - verbal and non-verbal - which have racist impact and which block facilitative interaction

to analyze situations which reveal discrepancies or divergence between values expressed and values acted upon

to demonstrate an awareness of the relationship between membership in an ethnic group and role in the institution

to demonstrate use of problem identification, analysis, problem solving

to participate in coalitions which will strategize and implement for institutional change and renewal aimed toward elimination of racism.

II. Rationale: There are lessons to be learned from the experiences of each Action Research Group as they carry out the dual task of working on a concrete problem within the university (or any other) system and building themselves into a cohesive team. At stake is also the subtle shifting from the trainer/participant relationship to that of advisor/action team member as both groups and individuals grow in their own autonomy away from the safer confines of training.

The Tavistock model provides the structure and safety of a familiar group setting, but places more responsibility and accountability on ARG members within their own ranks. Groups and individuals must learn to function with more autonomy, but are not abandoned altogether in their new efforts.

III. One ARG moves to the center of the room, deeping one open chair with them. Other ARG members form an outside circle for easy viewing and listening. Staff locates outside of this circle for perspective at four points around the room.

Center ARG then presents their particular problem or difficulty to themselves. After 10-15 minutes, outside members are invited to take the empty seat and ask questions of clarification and information only. Group members may respond to the questioner and to each other. When this voluntary cycle is completed, the inner grup then processes any new information created.

Then outer cirle is given an opportunity to discuss their observations of the inner group further while they listen. This is followed by open discussion.

(continued)

Tavistock "Fishbowl" (continued)

When time is called, staff moves to center, again keeping the open chair. Staff then gives observations and comments on the behavior of both groups. Reactions are invited first by way of the open chair, followed by a more general discussion.

IV. Variations of this format are of course in order when appropriate, but the structure serves to promote critical thinking and reduce the malaise of many general discussions.

When applied during training, this structure served to successfully facilitate a group undergoing internal stress and confusion. The support of other ARG members around them promoted candid expression of the issues within the group, thus helping to clear the way for their receptivity to the observations and comments of the staff and others. Significantly this new information was acted upon and a number of issues resolved.

FEEDBACK

"Feedback" is a way of helping another person to consider changing his behavior. It is communication to a person (or group) which gives that person information about how he affects others. As in a guided missile system, feedback helps an individual keep his behavior "on target" and thus better achieve his goals.

Some criteria for useful feedback:

1. It is descriptive rather than evaluative. By describing one's own reaction, it leaves the individual free to use it or not to use it as he sees fit. By avoiding evaluative language, it reduces the need for the individual to react defensively.

2. It is specific rather than general. To be told that one is "dominating" will probably not be as useful as to be told that "just now when we were deciding the issue you did not listen to what others said and I felt forced to accept your arguments or fast attack from you."

3. It takes into account the needs of both the receiver and giver of feedback. Feedback can be destructive when it serves only our own needs and fails to consider the needs of the person on the receiving end.

4. It is directed toward behavior which the receiver can do something about. Frustration is only increased when a person is reminded of some short-coming over which he has no control.

5. It is solicited, rather than imposed. Feedback is most useful when the receiver himself has formulated the kind of question which those observing him can answer.

6. It is well-timed. In general, feedback is most useful at the earliest opportunity after the given behavior (depending, of course, on the person's readiness to hear it, support available from others, etc.)

7. It is checked to insure clear communication. One way of doing this is to have the receiver try to rephrase the feedback he has received to see if it corresponds to what the sender had in mind.

8. When feedback is given in a training group, both giver and receiver have opportunity to check with others in the group the accuracy of the feedback. Is this one man's impression or an impression shared?

Feedback, then, is a way of giving help; it is a corrective mechanism for the individual who wants to learn how well his behavior matches his intentions; and it is a means for establishing one's identity.

CREATING A NON-RACIST UNIVERSITY
(A Simulation)

I. Objectives

To focus on the institution of education and its relation to racism

To develop strategies for utilizing power in decision making

II. Rationale

When one visualizes an ideal institution it often excludes the factors of persons, bureaucracy, external forces and social policy. A simulation allows students, faculty, administration and staff to change roles while creating their ideal university. The reality of fiscal, political and social factors exerts influence on what the model becomes. It also shows how individual behavior is affected by institutional behavior.

III. Instructions

Note: The time needed for this simulation is dependent upon the players. If the groups are highly competitive it could last 12 to 15 hours. Do not attempt this when time is limited.

Materials needed: scissors - several pairs; tape; blank paper; newsprint; broad tip markers; purchase order for each player

To obtain personnel and funds for each group a pre-activity based on values is used. At least one day prior to the simulation instruct everyone to bring a magazine with pictures for the simulation. Provide scissors, tape, and blank sheets of paper for all participants. Each person places the magazine in a pile at the center of the room. Everyone picks a magazine and is instructed to cut out the five pictures which are most meaningful to them. Tape or staple the picture on a sheet of paper, put an identifying number on the paper, place paper in the center of the floor. Each person may randomly select a paper not their own. Rank order of the picture using any number from 1 to 10 (low to high) but using no number more than once. Return picture to pile. Owners claim picture, add up their numbers for a score. Persons are instructed to form four groups. Tally their group score by adding up all members' scores. Trainers then assign the group role thusly --

Highest - Administrators
Second Highest - Faculty
Third Highest - Students
Fourth Highest - Staff

Simulation begins with these instructions.

Your task is to build a model university which is non-racist.

Step 1. Select a leader/negotiator* for your group. Using this purchase order form you must purchase at least 3 primary components and 2 secondary components. You may bargain with another team to sell an item in order to earn more money.

Step 2. Once the team has agreed on its items it draws the model on newsprint using the color code from the purchase order form.

Step 3. Negotiating for one model (Five chairs in center of room -- one for each negotiator and an empty chair for individual)

a. Each team must decide which 3 components it wants to negotiate for

b. Negotiators from each team take seat and present their choices

c. Negotiations begin
   Inquiries or comments from others than negotiators may be made only by taking the empty seat

d. Negotiators may call time for a 2 minute caucus with their group at any time during the negotiations

e. Once there is agreement on 12 components the simulation ends.

Step 4. Process for:

a. Impact which values had on allocation of funds -- e.g., what happened if a member did not bring a magazine or select picture?

b. Decision making style of the group in selection of leader/negotiator; setting the task; choosing components; negotiating.

c. Inhibiting/facilitating factors -- individual behavior; group behavior; recognition and use of power.

d. Learnings about self in role; the group; the process; the result.

e. What are the implications in planning strategies for change?

*This may be two or one person.

PURCHASE ORDER FORM*

Primary Components

CODE		POINT VALUE
	Program Development	
Red	Communal Control	125
Yellow	Departmental Control	75
Blue	Director Control	50
	Budget and Hiring	
Red	Communal Control	50
Yellow	Departmental Control	40
Blue	Director Control	30
	Administration	
Red	Communal Control	40
Yellow	Departmental Control	30
Blue	Director Control	20

DEFINITIONS

Communal Control: Direct control by faculty, staff, and students.

Departmental Control: Control by appointed individuals within the institution, possessing complete administrative power.

Director Control: All decisions rest in control of top level who administers through a bureaucracy.

Secondary Components

Ed. Technology Center	20
Learning Labs	20
Teaching Assistants	20
Research Assistants	20
Arts Center	20
Affirmative Action	20
Athletic Program	15
Scholar-in-Residence	15
Domestic and Foreign Travel Budget	15
Special Interests Institutes	15
Sister Institution Exchange	15
Faculty and Staff Development	15
Student Support Services	10
Faculty-Student Club	10
University Relations and Development	5
Institution Supported Research	5

*This list should reflect local situation

STEREOTYPING EXERCISE

I. Objectives

To demonstrate an awareness of self in relationship to racism

To identify behaviors -- verbal and non-verbal -- which have racist impact and which block facilitative interaction

To check out assumptions

To clarify perceptions

II. Rationale

Perceptions and assumptions about persons are generally based on previous experiences -- real or vicarious. Most people do not test assumptions for validity through seeking more information. Often an experience with one person is generalized to the whole group thus forming a stereotype. This exercise carries the individual through a step by step process of generalizing, making assumptions then checking them out for verification or rejection. It gives each person the opportunity to see how he/she is perceived by others while also being allowed to express why he/she holds certain views.

III. Instructions

Materials needed: Newsprint, tape, broad tip markers

1. Divide group into Black and White.
2. Each group caucuses to assign sterotype labels to individuals in the other group. All members do not have to agree with the label.
3. Groups reconvene.
4. One group posts a label and calls the name or names of the person in the other group who are assigned the label. The trainer then asks the labeler why those persons were chosen. The labeler(s) state their reasons. The labeler(s)' group is asked if they confirm the label. The group of the person labelled is asked if they confirm it. The person is asked how they feel about the label. This is done alternately by groups till labels finished.
5. Process for clarification; learnings about self; learnings about damage of labeling bared on untested assumptions.

IV. Effectiveness

This exercise produces tension but is valuable in surfacing perceptions. It is recommended for use after a group has spent several

sessions together. It will make some people angry initially because it "separates" Blacks and Whites when they want to work together. However, careful processing enables the group to accept the learnings about the attitudes and feelings hovering beneath the surface of a group's skin. It aids individuals in checking their negative behaviors of which they may be unaware.

Appendix 2

Retreat

INTERNAL AND EXTERNAL INTROSPECTION

I. Objectives

To demonstrate an awareness of self in relationship to racism

a. Through recognition of conflict within self on the issue

b. Through recognition of conflict between self and others on the issue

To increase an awareness of self as a black/white person

To clarify feelings about group identity

To demonstrate empathic listening

II. Rationale

Thoughts about one's self as a particular member of a racial/sexual group is often in response to others' behavior. Specific time, place and condition focussed on introspection and contemplation of what that identity means may aid in surfacing some of the internal conflicts. Thus focussing on self rather than others becom[illegible]he task of this exercise.

III. Description and Instruction

This exercise is in two parts and requires space for persons to lie in a stretched out position. Persons should be dressed comfortably and have a blanket or mat to lie on. The room may be slightly darkened or have subdued lighting if desired. Music chosen to relax the mind and body is played in the background as these instructions are given (voice quality should be subdued):

Part 1 - Relaxation

1. Lie down, close your eyes, stretch your arms and legs, then let your feet, your ankles relax. Loosen your arms, your wrists, your shoulders. Feel your back sink into the floor; now your neck. (Continue encouraging relaxation, loosening of tension, focus on body, freeing of mind.)

2. As you lie there think of yourself as a Black woman/man, White woman/man, and ask yourself:

   What does it mean to be a Black woman/man; White woman/man?

As a Black woman/man; White woman/man do I have power?

How do I use my power as a Black woman/man; White woman/man?

What do I like about being a Black woman/man; White woman/man?

What do I dislike?

3. Relax and think. Leader should not intrude with voice; music gradually brought up as leader suggests persons may sit up when they are ready. Group is instructed not to talk.

Part 2 - Alter-ego reflecting pool

A close circle of chairs is arranged in the center of the room. The number of chairs should be according to the number of white females or males; or vice versa of blacks. This is flexible and based on group size -- eight is maximum for good interaction. Request that eight white females volunteer to sit in the circle. If not enough, just ask eight white persons to do so. Ask persons outside the circle to serve as alter-egos by standing behind the seated person they will reflect.

Leader: Please share with the members of your circle your responses to the questions you were given during the relaxation exercise. Talk to each other about your feelings as a White woman/man; what that means.

(After a period of about 10-15 minutes stop dialogue.) Now, persons who were alter-egos, place your hand on your person's shoulders. You are now that person, say what you feel they said. (Allow time for each.) Persons may acknowledge non-verbally that their alter reflected them accurately but may not verbally respond at this point.) Others may be invited to alter-ego. Persons are then given five minutes to spend with their alter-egos to interact. The whole process is repeated for Blacks. Trainer(s) call group back together for processing the experience. At this time trainer(s) should point out inaccuracies or misperceptions which they noted during the exercise. The discussion should focus on self as member of a group; what new learnings, and what one wishes to pursue as a result of them.

IV. Assessment of effectiveness

This exercise usually surfaces feelings within the white group around male-female issues; arrogance of power; taking for granted of what whiteness allows; sometimes disownership of whiteness; rejection of power; pride in heritage; awareness and understanding of Black anger. Among Blacks, female-male issues; aspirations for better life; anger and despair; Black love; pride in Blackness; determination, unity. It is emotionally powerful and produces much interaction following the activity so free time should be allowed for individuals to work through the ideas and feelings evoked.

This exercise is flexible enough to be used with small sustaining membership groups as a team builder activity.

Appendix 3

Actuarial Data

TABLE 9

Full-time Faculty Representation in Rank (Regardless of Tenure) by Race and Stage in Project

Rank	Black						White						Other					
	Initial[a]		Mid[b]		Final[c]		Initial		Mid		Final		Initial		Mid		Final	
	#	E[1]	#	E	#	E	#	E	#	E	#	E	#	E	#	E	#	E
Professor	3	2	2	2	1	2	24	25	26	26	26	25	1	1	1	2	1	1
Associate Professor	2	5	3	5	3	5	58	55	68	65	78	75	2	3	3	4	2	3
Assistant Professor	6	10	5	7	4	6	115	113	102	100	90	88	7	5	6	6	4	4
Instructor	6	3	4	2	4	2	31	33	21	25	22	26	1	2	3	1	3	1
Lecturer	3	0	2	0	2	0	1	4	1	3	3	5	0	0	0	0	0	0
Totals	20	20	16	16	14	15	229	230	218	219	219	219	11	11	13	13	10	9

[a]Source (all initial or 1975 data): Maryland Council for Higher Education Form E-1, January 14, 1975

[b]Source (all mid-project or 1976 data): Maryland Council for Higher Education Form E-1, November 30, 1975.

[c]Source (all final or 1977 data): Maryland Council for Higher Education Form E-1, November 30, 1976.

[1]Expected frequencies.

TABLE 10

Black Faculty Representation in Academic Programs According to National and Local (UMBC) Percentages

Program	Percentage of Blacks in National Market[1]	% of Blacks in UMBC Faculty		
		1/1975[a]	1/1976[b]	1/1977[c]
Biological Sciences	3.13%	0	0	0
Physical Sciences	2.28%	0	0	0
Foreign Languages	1.29%	0	0	0
Health Professions	3.00%	0	0	0
Mathematics	3.50%	0	0	0
Psychology	5.04%	0	0	0
$\bar{X}$	3.04%	0	0	0

[1] cf. Appendix 5.

[a] Source: Form Maryland Council for Higher Education Form E-2, Revised copy, January 14, 1975.

[b] Source: Form Maryland Council for Higher Education Form E-2, November 30, 1975.

[c] Source: Form Maryland Council for Higher Education Form E-2, November 30, 1976.

TABLE 10 - CONTINUED

Black Faculty Representation in Academic Programs
According to National and Local (UMBC) Percentages

Program	Percentage of Blacks in National Market[1]	% of Blacks on UMBC Faculty		
		1/1975[a]	1/1976[b]	1/1977[c]
Education	4.16%	8.50%	11.76%	9.68%
Fine & Applied Arts	3.26%	10.00%	11.43%	9.68%
Social Sciences	2.27%	3.34%	2.63%	2.41%
Letters	2.72%	6.97%	2.70%	2.94%
Interdisciplinary (AFAM)	2.54%	91.00%	88.89%	90.90%
$\bar{X}$	2.99%	23.96%	23.48%	23.12%

[1] cf. Appendix 5.

[a] Source: Form Maryland Council for Higher Education Form E-2, Revised copy, January 14, 1975.

[b] Source: Form Maryland Council for Higher Education Form E-2, November 30, 1975.

[c] Source: Form Maryland Council for Higher Education Form E-2, November 30, 1976.

TABLE 11

Employment Actions for Faculty by Academic Year and Race

Employment Action	AY 1969 - 70 to AY 1973 - 74			1/76[a]			1/77		
	Black	White	Other	Black	White	Other	Black	White	Other
Promoted	0	21	1	2	16	1			
Left University Employ	-*	-	-	2	10	0			

[a]Source: Maryland Council for Higher Education Form E-1, November 30, 1975.

*Data are not available in this format.

TABLE 12

Part-time Faculty Representation in Rank

Rank	Black 1975[a]	Black/Mid Project[b]	Black/End of Project[c]
Professor	.00	.00	.00
Associate Professor	33.00%	.00	.00
Assistant Professor	.00	.00	.00
Instructor	3.50%	6.12%	10.42%
Lecturer	.00	.00	.00

[a]Source (all initial or 1975 data): Maryland Council for Higher Education Form E-1, January 14, 1975.

[b]Source (all mid-project or 1976 data): Maryland Council for Higher Education Form E-1, November 30, 1975.

[c]Source (all final or 1977 data): Maryland Council for Higher Education Form E-1, November 30, 1976.

TABLE 13

Tenured Faculty by Academic Year and Race

Rank	1/75[a]			1/76[b]			1/77[c]		
	Black %	White %	Total	Black %	White %	Total	Black %	White %	Total
Professor	-	-	-	6.89%	89.65%	29	3.57%	92.86%	28
Associate Professor	-	-	-	4.29%	91.43%	70	3.53%	91.76%	85
Assistant Professor	-	-	-	.00	100.00%	15	.00	100.00%	16

[a]Data not available in this format.

[b]Source (all mid-project or 1976 data): Maryland Council for Higher Education Form E-1, November 30, 1975.

[c]Source (all final or 1977 data): Maryland Council for Higher Education Form E-1, November 30, 1976.

Table 14

Academic Status of UMBC Undergraduate Student Population by Race by Enrollment Status, 1974-76[a]

Academic Action	Black		White		All Students	
	N	%	N	%	N	%
Fall Semester 1974-75						
In Good Standing	373	50	2650	62	3023	60
Academic Honors	17	2	508	12	525	10
Probation	112	15	208	5	320	6
Dismissal	89	12	157	4	246	5
Withdrawal	19	3	162	4	181	4
Incomplete	142	19	571	13	713	14
Warning Letter	-*	-	-	-	-	-
Total	752	100.0	4256	100.0	5008	100.0
Spring Semester 1974-75						
In Good Standing	358	49	2612	67	2971	64
Academic Honors	28	4	539	14	567	12
Probation	70	10	149	4	219	5
Dismissal	126	17	155	4	281	6
Withdrawal	32	4	108	3	140	3
Incomplete	110	15	319	8	429	9
Warning Letter	-*	-	-	-	-	-
Total	724	100.0	3882	100.0	4607	100.0

[a]Data compiled by UMBC Office of Institutional Research.

*Data not available in this format

Table 14 (continued)

Academic Status of UMBC Undergraduate Student Population by Race by Enrollment Status, 1971-76

Academic Action	Black		White		All Students	
	N	%	N	%	N	%
Fall Semester 1975-76						
In Good Standing	448	50	2706	63	3250	60
Academic Honors	27	3	607	14	653	12
Probation	334	38	517	12	870	16
Dismissal	0	0.0	0	0.0	0	0.0
Withdrawal	30	3	131	3	166	3
Incomplete	0	0.0	0	0.0	0	0.0
Warning Letter	51	6	174	4	236	4
Total	890	100.0	4322	100.0	5445	100.0
Spring Semester 1975-76						
In Good Standing	416	48	2390	65	2932	61
Academic Honors	39	4	616	17	675	14
Probation	120	14	171	5	332	7
Dismissal	189	22	212	6	414	9
Withdrawal	38	4	104	3	159	3
Incomplete	0	0.0	0	0.0	0	0.0
Warning Letter	65	7	186	5	266	6
Total	867	100.0	3679	100.0	4778	100.0

*Data not available in this format.

Enrollment of Majors in Academic Programs by Race and Academic Year

Program	Fall, 1974[a]				Fall, 1975[b]				Fall, 1976[c]			
	Black		White		Black		White		Black		White	
	N	%	N	%	N	%	N	%	N	%	N	%
American Studies	0	.00	83	100.0	2	3.13	62	96.98	2	5.26	35	92.10
Classics	0	.00	31	100.0	0	.00	24	100.0	0	.00	27	100.0
Geography	0	.00	49	100.0	2	2.67	73	97.33	2	2.17	90	97.82
Physics	0	.00	17	100.0	0	.00	17	100.0	1	5.55	16	88.88
Foreign Languages	6	13.0	40	83.0	3	6.52	43	93.48	1	3.33	28	93.33
Psychology	48	10.0	423	89.0	68	17.12	329	82.87	49	14.67	281	84.13
Mathematics	11	14.0	62	82.0	5	8.62	53	91.38	5	10.86	40	86.95
Political Science	13	11.0	101	89.0	16	10.53	136	89.47	3	2.54	102	86.44
Sociology	23	13.0	154	87.0	28	16.77	139	83.23	25	17.36	117	81.25

[a]Source: First Annual State Desegregation Report, February 1975.

[b]Source: Higher Education General Information Survey Report.

[c]Source: Office of the Vice Chancellor for Administrative Affairs.

Black Graduate Student Enrollment, 1974-1976

Year	Total number graduate students	N Black	% Black
1974	71	4	5.6
1975	177	20	11.30
1976	236	21	8.9

TABLE 15

Distribution of Black Associate and Classified Staff in UMBC Offices, 1975-1977

Office	Total number Black and White Associate and Classified Staff			Black Associate and Classified Staff						Black Associate Staff						Black Classified Staff					
				1/1975		1/1976		1/1977		1/1975		1/1976		1/1977		1/1975		1/1976		1/1977	
	1/1975	1/1976[1]	1/1977[1]	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
				a. % of all staff						b. % of black staff						b. % of black staff					
Chancellor																					
Human Resources	2	3	3	1	50	2	67	2	67	1	100	2	100	2	100	0	0	0	0	0	0
University Relations	6	6	5	2	33	2	33	1	20	2	100	2	100	0	0	0	0	0	0	1	100
Vice Chancellor-Academic Affairs																					
Institutional Research	3	3	1	1	33	1	33	0	0	1	100	1	100	0	0	0	0	0	0	0	0
Admissions/Registration/ Minority Recruitment	19	21	21	4	21	6	29	6	29	2	50	2	33	2	33	2	50	4	66	4	66
Graduate Studies	3	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dean of Students																					
Learning Resources	-	9	9	3	-	3	33	4	44	3	100	3	100	4	44	0	0	0	0	0	0
Financial Aid	5	5	5	3	100	3	60	2	40	2	66	2	66	2	100	1	33	1	33	0	0
Campus Activities	2	2	2	2	100	2	100	2	100	1	50	1	50	1	50	1	50	1	50	1	50
Placement Office	4	6		2	50	2	33			2	100	2	100			0	0	0	0		
Counseling Center	9	12	8	4	44	3	25	2	25	4	100	3	100	2	25	0	0	0	0	0	0
Student Health Services	13	10	8	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Ed-Tech Center	6	3	4	2	33	1	33	1	25	0	0	0	0	0	0	2	100	1	100	1	100
Academic Divisions																					
Education	5	12		0	0	1	8			0	0	0	0			0	0	1	100		
Humanities	10	11	11	0	0	1	9	1	9	0	0	0	0	0	0	1	100	1	100	1	100
Social Science	11	11	11	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Mathematics-Physics	5	5*	5*	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Science	16			0	0	2	8			0	0	0	0			0	0	2	100		
Physical Education	3	8	8	1	33	2	25	2	25	0	0	0	0	0	0	1	100	2	100	2	100
Library	49	50	48	7	14	8	16	7	15	1	14	1	13	1	14	6	86	7	88	6	86

*Have classified staff only

[1] Compiled by a survey of each department which requested a count of persons filling full-time budgeted positions only.

TABLE 15- CONTINUED

Distribution of Black Associate and
Classified Staff in UMBC Offices, 1975-1977

Office	Total number Black and White Associate and Classified Staff			Black Associate and Classified Staff						Black Associate Staff						Black Classified Staff					
				1/1975		1/1976		1/1977		1/1975		1/1976		1/1977		1/1975		1/1976		1/1977	
	1/1975	1/1976[1]	1/1977[1]	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Vice Chancellor-Administration																					
Business Services	6	16	16	0	0	2	13	2	13	0	0	0	0	0	0	0	0	2	100	2	100
Receiving	6	2*	2*	1	17	1	50	1	50	0	0	0	0	0	0	1	100	1	100	1	100
Personnel	5	5	5	1	20	1	20	1	20	0	0	0	0	0	0	1	100	1	100	1	100
Accounting	20	23	21	3	15	3	13	2	10	0	0	0	0	0	0	3	100	3	100	2	100
Physical Plant	61	56*	57*	8	13	8	14	9	16	0	0	0	0	0	0	8	100	8	100	9	100
Public Safety	16	25	26	3	19	6	24	6		0	0	0	0	0	0	3	100	6	100	6	100
Facilities Planning	5	5*	4*	1	20	1	20	1	25	0	0	0	0	0	0	1	100	1	100	1	100
Adm. Data Processing	10	12	12	0	0	4	36	1	8	0	0	0	0	0	0	0	0	1	100	1	100
Residential Life	13	11	13	4	-	2	18	5	38	0	0	2	50	2	40	4	100	2	50	3	60
Book Center	-	11*	11*	1	-	1	9	1	9	0	0	0	0	0	0	1	100	1	100	1	100
Purchasing	-	6	6	-	-	1	17	1	17	-	-	0	0	0	0	-	-	1	100	1	100
Totals	311	350	323	54	17	69	20	60	19	19	35	21	30	16	27	36	67	47	68	44	73

Appendix 4

Questionnaires on Minority Concerns

FRAMEWORK FOR EVALUATING INSTITUTIONAL COMMITMENT TO MINORITIES

I. Undergraduate Admissions and Recruitment

Suggested Reveiwers: Admissions Staff

A. Does UMBC have a means of identifying minority persons interested in training offered by UMBC? When instituted?

B. Is there systematic liaison counselors at secondary schools having large minority student enrollments? Which schools?

C. Are there institutional means for facilitating the recruitment of minorities for disciplines in which they are under represented? Do these strategies include making special funds for recruitment, financial aid, and retention techniques available for these efforts?

F. Are information and materials made available to applicants which present an accurate picture of program requirements and campus life? What is the impact of the materials on student decisions to attend? Are minority students, faculty, and administrators consulted in an attempt to assess whether the overall image transmitted reflects the experience of minority students at UMBC?

G. How does the proportion of minorities in the student body relate to the proportion of minorities in the geographical region(s) from which UMBC mainly draws its students?

H. How does the proportion of minority students admitted under standard admissions criteria compare with the proportion of academically high risk minority students admitted? How closely are these proportions related to UMBC programs, purposes, and goals in student academic support?

II. Financial Aid

Suggested Reviewers: Financial Aid Staff

A. What priority is given in the use of UMBC (non federal) student financial aid funds to supplementing student assistance from federal sources and providing full support for needy students?

B. Is there any data on campus work assignments regarding minority students?

C. Is it institutional policy to remind students that they must, and when they must, apply for financial aid? Is the reminder effective in obtaining on time applications from minority students?

D. Are special packages (combinations of programs) of student financial aid offered to educationally disadvantaged and minority students? Is the financial aid package routinely evaluated for its effects on minority students?

Add 1, 2, 3, 4

E. Has a routine institutional procedure been devised to allow increases in an individual's financial aid package, should the need arise during the school session? Are discretionary funds available for emergency loans?

F. Are special technical assistance and counseling in budgeting matters given, as a matter of policy, to financially disadvantaged and minority students?

G. Is there a systematic method of informing students about financial aid?

III. Counseling, Support Services, Placement

Suggested Reviewers: Counseling, Equal Opportunity Program, Learning Skills, and Placement Staffs

A. How are the particular guidance needs of minority students from various cultural backgrounds addressed?

B. Is there intensive early freshman orientation and preregistration counseling for minorities? Are these programs important factors in retention of minority students? Is peer counseling used in the programs, and how useful is it?

C. How important a role does career counseling (including guidance on graduate education) play in the design of student support mechanisms? Do minority students use these support mechanisms advantageously?

D. Is there an institutionwide attempt to ensure that the academic advisors assigned to minorities are sensitive to the emotional and academic needs and the cultural backgrounds of the minority student, especially during the first year of involvement with the institution? How is the effectiveness of the assignments monitored?

E. Are the study skills remediation and tutorial services provided by UMBC commensurate with demand and need? Are all educationally disadvantaged students encouraged to attend these special programs? How, and how early, are students who need these services identified?

F. Do stigmas attach to students who participate in remediation programs? Is there an institutional effort to address this problem?

G. Are there support service courses (remedial, learning skills courses) for which academic credit should be awarded?

H. Are support programs that provide services to minority students staffed by regular faculty or by persons outside the regular tenure track? How is the competency of the staff judged, and how are high performance levels rewarded?

I. Do the directors of support service programs participate in administrative decisions that affect the students served by the programs? How influential is the advice of the directors? How are student insights obtained to inform these decisions?

J. What methods are used at the institution to measure students' academic progress and assess the effectiveness of support service courses? Does the institution administer academic competency programs or tests? How much is known about the academic progress of minority students at the institution? Are special academic support services provided for students for whom English is a second language?

K. Are remedial programs provided for undergraduates who fail to qualify by testing, or whose grade point averages are insufficient for admission to graduate or professional school? What influences do the programs have on later attendance at graduate and professional schools by minority undergraduates?

L. What aid is given to students in finding summer employment? What stress is placed on fitting summer employment experiences to the student's academic interest? Do minority students use the summer placement programs fully?

M. How is the institution's placement office monitored to ensure that minority students are treated with fairness, both in temporary student employment and in contacts with recruiters from business, government and industry? How are minority students encouraged to use the placement system? Are placement records of minority students maintained?

N. Can and should career counseling, academic advising, and placement functions be better coordinated throughout the institution? Has the matter been addressed by the personnel directly involved and by the responsible administrators?

Add 1 - 4

IV. Curriculum

Suggested Reviewers: Department Heads, Academic Affairs Staff

A. How is the regular curriculum assessed for adequacy in study and analysis of works by minority authors and works focusing on minority concerns and experience? Are adequate means available for introducing more works of these kinds into the curriculum?

B. Does UMBC's library and bookstore regularly carry publications by minority authors and publications devoted to minority issues? How is the completeness of inventories in this area verified?

C. How are changes in (discip) curriculum and teaching methods assessed to determine their influences on the education of minority students? Are the educational needs and interests of minority students used as the bases for revisions in curriculum and teaching methods? By what means are these needs and interests explored?

D. Is there an institutional mechanism for assessing the amount of undergraduate and graduate research being conducted on minority concerns? How can research of this type be encouraged?

E. How closely related are the subject matter and teaching methods of the regular curriculum to the subject matter and teaching methods of support service courses?

F. How successful are the teaching techniques in support service courses introduced into the regular curriculum? How are faculty members encouraged to develop skill in using effective techniques?

G. How accepted, stable, and integral are ethnic and cultural studies at UMBC? Are ethnic studies offerings properly publicized?

Add 1 - 4

V. Environment

Suggested Reviewers: Student Government, Student Affairs Staff, Student Organization Representatives, Community Service Staff

A. Are studies conducted on the causes of undergraduate and graduate attrition of minority students? Are the factors that influence minority student attrition fundamentally the same as or different from those affecting the majority?

B. How much emphasis has been placed on developing institution-wide procedures to improve minority student persistence? What are the roles of administrative staff and department heads in this process?

C. Are minority students eligible for all scholastic honors awarded at UMBC? How does the proportion of scholastic honors awarded to minorities compare with the proportion of minorities in the student body over time since 1972?

D. Are institutional programs conducted with department heads and faculty to reduce racially prejudiced attitudes and to increase interest in minority students and faculty? What are standard institutional responses when instances of prejudice have been detected?

E. Are there adequate and responsive complaint/grievance procedures available to all students? Do minority students use the procedures fully? Are channels available for discussing "minor" problems (negative faculty attitudes, problematic dormitory relationships, etc.) before they become factors in student decisions to withdraw? Do "major" problems (especially forms of unfair treatment) receive a full and prompt hearing and resolution?

F. How are campus organizations monitored to determine whether they are congenial to minority students and whether minorities are encouraged to participate?

H. How much participation is there by minority students in extracurricular activities such as music and drama clubs, social clubs, debating and service groups, newspaper and yearbook staffs, and intramural sports? What efforts are being made to increase minority participation?

I. What institutional procedures ensure that student entertainment and activity programs include appropriate amounts of literature, art, music, and lectures that feature minority artists and intellectuals, and which reflect the interests of minority students?

J. Does UMBC have a policy to demonstrate concern for the welfare of minority communities in the region through operation of various community service programs? How are minority students and faculty involved in these programs?

Add 1 - 4

VI. Graduate and Professional Programs

Suggested Reviewers: Graduate Department Heads, Graduate School Staff, Professional School Staff

A. How successful are the procedures that are used to identify minority stduents interested in graduate or professional training offered by UMBC? Are identification methods coordinated throughout UMBC?

B. Is there agreement between the graduate school and the departments on the minimum qualifications acceptable for students recruited for graduate programs? How flexible are the criteria used to judge candidates for admission? How much restriction do existing admissions criteria place on obtaining an acceptable enrollment of minority students?

C. Is there a program for building minority student attendance in departments in which minorities are underrepresented? Are special recruitment and financial aid funds available for this purpose?

G. How are minority graduate and professional students given the support which they need in such areas as remediation, financial counseling and aid, student employment, guidance, placement, housing services, and grievance procedures?

Add 1 - 4

VII. Faculty and Staff Hiring, Evaluation, and Retention

Suggested Reviewers: Affirmative Action Officers, Minority Faculty Members

A. How does the minority representation in faculty, administration, and staff consonant with the needs of minority students?

B. Are there current institutional procedures for identifying, recruiting, and hiring minority faculty and administrators?

C. Do affirmative action officers have ready access to all supervisory personnel, including department heads? How much authority is carried by officers' recommendations on cases involving bias in recruitment and hiring of faculty, administration, and support staff?

D. How much input is sought from affirmative action officers when administrative decisions are made on hiring policies that do not concern equal opportunity? How much influence does the advice of officers contribute to these decisions?

E. Is a person in each department responsible for departmental affirmative action liaison with the central administration?

F. Do affirmative action officers have the authority to intervene in possible cases of bias in admissions procedures, and in recruitment and hiring procedures for students?

G. In evaluating faculty members for promotion, how much recognition is given to special duties in guidance and leadership that are frequently required of minority faculty and administrators in addition to their regular duties? In setting work loads for minority faculty and administrators how much consideration is given to these extra commitments? Are professional development and training programs provided by the institution to aid the upward mobility of minority faculty, administrators, and staff?

Add 1 - 4

VII. Administrative Policies

Suggested Reviewers: Institutional Head, Trustees, Institutional Research and Planning Staff

B. How much priority is given to operating budget items for programs and staff to meet equal opportunity goals at the central administration and department levels? In this context, to what degree is consideration given to support services, including required increases in faculty contact time with students?

C. Where are student support services placed in the institutional governance structure, and what factors determine their placement? Are the services that focus on minority student access and persistence placed in the most stable and influential sector of the governance structure?

D. How much information is routinely collected on minority students concerning the applicant pool, admission rates, major fields of study, transfer among disciplines, and persistence and graduation rates? Are the amount and kinds of information collected commensurate with the needs for policy decisions?

E. Does the Office of Institutional Research collect and analyze data which permits the examination of minority concerns? How is minority advice on these concerns solicited? Are the distinctive concerns of various minority groups handled in ways that are appropriate to their differences?

F. Are institutional data on minority students and staff distributed among staff and planners, particularly whenever policy decisions that affect the status of minorities are being made? Do the appropriate data regularly receive the widest distribution necessary?

G. Is there any interchange between UMBC personnel and representatives of minority communities served and affected by the institution? What mechanisms exist for obtaining advice from members of the minority community about programs that directly or indirectly interact with the community?

H. How many minorities in the administration have high level positions and regular line responsibilities?

I. How clear an understanding do the UMBC leaders -- board of trustees, institutional head, and upper echelon administrators -- have of the problem areas in UMBC's response to minorities? Do they feel that they are performing satisfactors jobs in assisting minorities toward equal educational opportunity at the institution?

J. How is the status of minority participation in the entire UMBC regularly reviewed? How are student and faculty inputs obtained?

RID PROJECT QUESTIONNAIRE ON MINORITY CONCERNS, REVISED NOVEMBER 16, 1976

DIRECTIONS: PLEASE CHOOSE THE MOST APPROPRIATE RESPONSE

1. Is there a plan whereby institutional programs are conducted with department heads and faculty to reduce racially prejudiced attitudes and to increase interest in minority students and faculty?

_____ There is a formal plan.

_____ There is an informal plan.

_____ There is no formal plan.

_____ Item is not applicable.

2. Is there a process whereby the amount and kind of information routinely collected on minority students is determined to be commensurate with the need for policy decisions?

_____ Yes

_____ No

_____ Don't know

3. Are studies conducted on the causes of undergraduate and graduate attrition of minority students?

_____ Yes

_____ No

_____ Don't know

Are the factors that influence minority student attrition fundamentally the same as or different from those affecting the majority?

_____ Yes

_____ No

_____ Don't know

Have the data been used in planning and program development for minority students?

_____ Yes

_____ No

_____ Don't know

4. Is there a means whereby emphasis is placed on developing institution-wide procedures to improve minority student persistence?

___ There is a formal means.

___ There is an informal means.

___ There is no formal means.

___ Item is not applicable.

5. Does the Office of Institutional Research collect and analyze data which permit the examination of minority concerns?

___ Yes

___ No

___ Don't know

Is minority advice on these concerns solicited?

___ Yes

___ No

___ Don't know

6. Is there a means by which institutional data on minority students and staff are distributed among staff and planners, particularly whenever policy decisions that affect the status of minorities are being made?

___ There is a formal means.

___ There is an informal means.

___ There is no formal means.

___ Item is not applicable.

Do the appropriate data regularly receive the widest distribution necessary?

___ Yes

___ No

___ Don't know

7. Is there a means whereby faculty members are encouraged to develop skill in using teaching techniques found to be effective in support service courses in their regular curriculum?

_____ There is a formal means.

_____ There is an informal means.

_____ There is no formal means.

_____ Item is not applicable.

8. Is there a means whereby UMBC demonstrates concern for the welfare of minority communities in the region through operation of various community service programs?

_____ There is a formal means.

_____ There is an informal means.

_____ There is no formal means.

_____ Item is not applicable.

Are minority students and faculty involved in these programs?

_____ Yes

_____ No

_____ Don't know

9. Is there a mechanism for obtaining advice from members of the minority community about programs that directly or indirectly interact with the community?

_____ There is a formal mechanism.

_____ There is an informal mechanism.

_____ There is no formal mechanism.

_____ Item is not applicable.

10. Do affirmative action officers have ready access to all supervisory personnel, including department heads?

_____ Yes

_____ No

_____ Don't know

11. Is input sought from affirmative action officers when administrative decisions are made on hiring policies that do not concern equal opportunity?

_____ Yes

_____ No

_____ Don't know

12. Is there a plan whereby a person or committee in each department is responsible for departmental affirmative action liaison with the central administration?

_____ There is a formal plan.

_____ There is an informal plan.

_____ There is no formal plan.

_____ Item is not applicable.

13. Is there a process whereby affirmative action officers have the authority to intervene in possible cases of bias in admissions procedures, and in recruitment and hiring procedures for students?

_____ There is a formal process.

_____ There is an informal process.

_____ There is no formal process.

_____ Item is not applicable.

14. Is there a means whereby the acceptability, stability, and integration of ethnic and cultural studies at UMBC is assessed?

_____ There is a formal means.

_____ There is an informal means.

_____ There is no formal means.

_____ Item is not applicable.

15. In evaluating faculty members for promotion, is recognition given to special duties in guidance and leadership that are frequently required of minority faculty and administrators in addition to their regular duties?

_____ Yes

_____ No

_____ Don't know

In setting work loads for minority faculty and administrators is consideration given to these extra commitments?

_____ Yes

_____ No

_____ Don't know

Are professional development and training programs provided by the institution to aid the upward mobility of minority faculty, administrators, and staff?

_____ Yes

_____ No

_____ Don't know

Appendix 5

Market Availability Analysis

Market Availability Analysis

Availability estimates were computed according to DHEW Guidelines contained in the Manual for Determining the Labor Market Availability of Women and Minorities. The following tables from the census report Occupational Characteristics were used:

Table 2. Race and Spanish Origin of the Experienced Civilian Labor Force Detailed Occupation and Sex: 1970.

Table 5. Years of School Completed by the Experienced Civilian Labor Force by Detailed Occupations: 1970.

Table 6. Years of School Completed by Negores in the Experienced Labor Force by Detailed Occupation and Sex: 1970.

The criterion for inclusion was the completion of four or more years of college education since it was judged that such a criterion would best meet the guidelines following:

> In pursuing its goal to assure appropriate minority-group representation on the faculty, UMBC will:
>
> 1. Take into full account the fact that, because of prior discrimination against them, minority-group persons have been much less able than their white counterparts to acquire all the credentials usually required for achieving professorial rank and must be enabled during their service at junior levels to obtain terminal scholarly degrees, acquire advanced pedagogical skills and otherwise enhance their qualifications for promotion and permanent tenure;
>
> 2. Therefore, when hiring junior faculty members, Black candidates will be considered and judged according to their potential for academic development and ability to earn a terminal degree, when such a degree is lacking and will emphasize recruitment of minority-group faculty members in those Divisions and departments of UMBC with little or no minority-group representation, until a reasonable representation is attained.
>
> p. III-25 UMBC Maryland Plan for Completing the Desegregation of the Public Post Secondary Education Institutions in the State, Feb., 1974.

Market Availability by Program

Program	Market Availability
. Biological Sciences	3.13
. Physical Sciences	2.28
. Foreign Languages	1.29
. Health Professions	3.00
. Mathematics	3.50
. Psychology	5.04
. Education	4.16
. Fine and Applies Arts	3.26
. Social Sciences	2.27
. Letters	2.72
. Interdisciplinary (AFAM)	2.54

Appendix 6

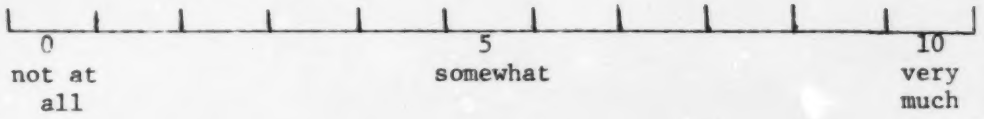
Training Evaluation Instrument

RID PROJECT TRAINING EVALUATION

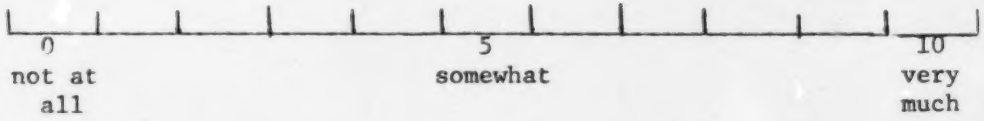
The purpose of this inventory is to obtain your best judgments of the different parts of the training you received in preparation for carrying out the goals of your A.R.G. For each aspect of training listed below, please indicate your judgment by placing a check mark above the response-scale value that corresponds most closely to your evaluation.

A. Self-Awareness. Training increased my awareness and acceptance of my own:

1. Values



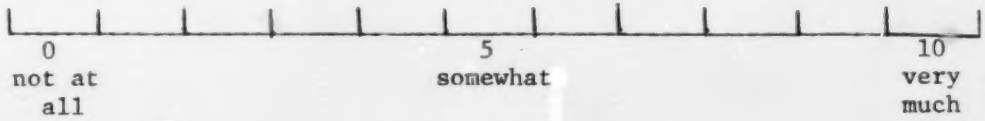
2. Racial Identity



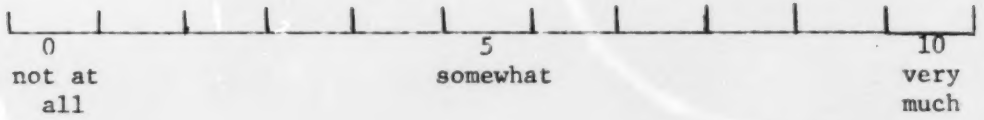
Comments:

B. Communication Skills. Training facilitated my ability to:

1. Express my needs

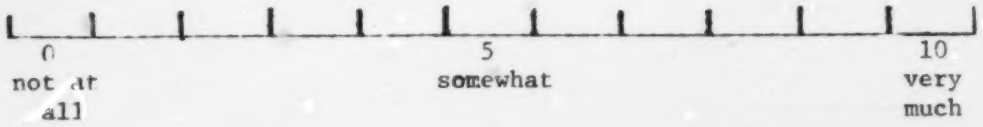


2. Listen



89.

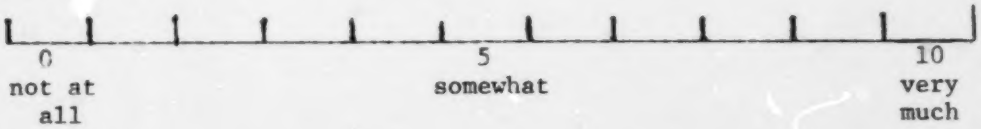
3. Feedback Information



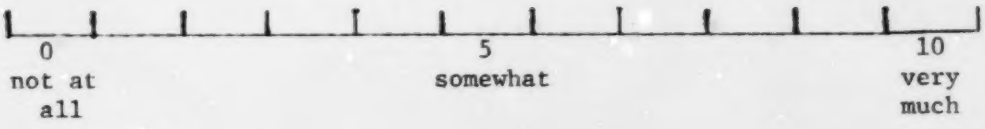
Comments:

C. Group Dynamics. Training helped me gain a better understanding of:

1. Blocking behaviors which inhibit work



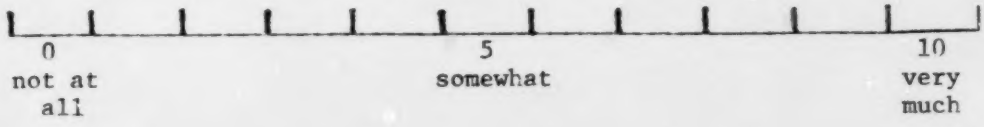
2. Facilitating behaviors which help work be accomplished



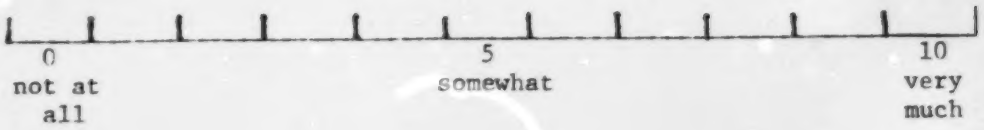
Comments:

D. Intellectual skills in problem identification. Training taught me to:

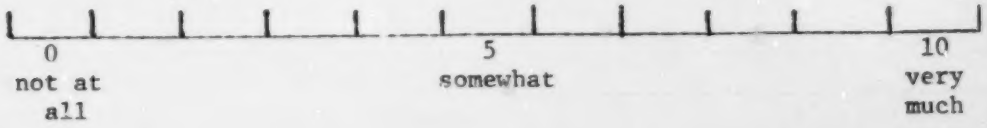
1. Define terms



2. Analyze systems



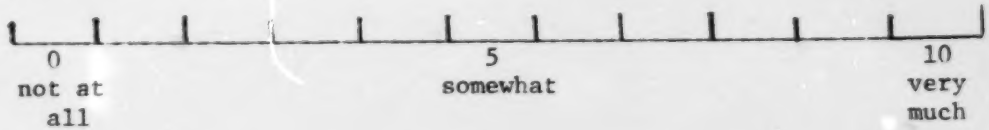
3. Formulate issues



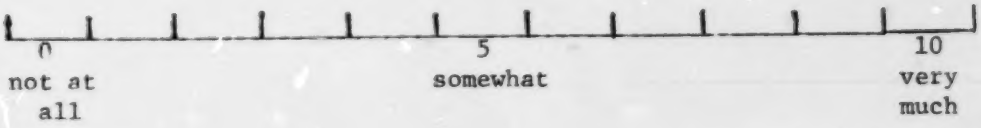
Comments:

E. Action research skills. Training provided me skills in:

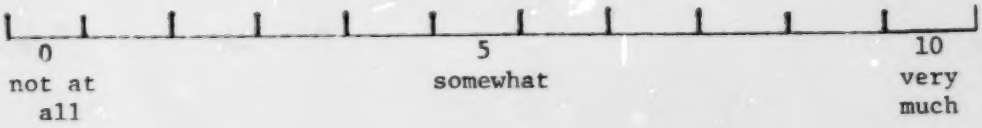
1. Gathering data



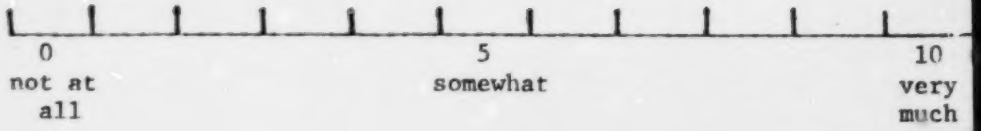
2. Developing identity and consensus with my A.R.G.



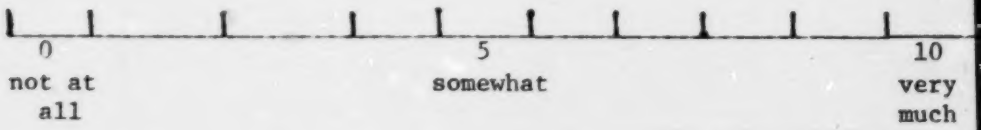
3. Forming hypotheses



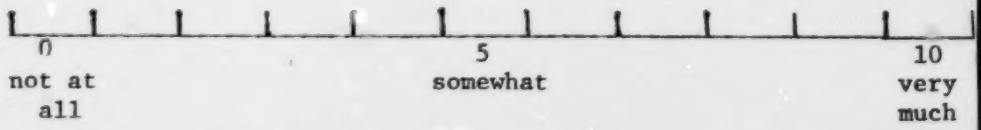
4. Performing force field analysis



5. Estimating and operating along a time line



6. Evaluating and re-formulating hypotheses as part of a recurring cycle



Comments:

Appendix 7

Interpersonal Skills Scale:

Items and Item Analysis Results

ITEM ANALYSIS RESULTS: TOTAL INTERPERSONAL SKILLS SCORE

	Item	Phi value	Chi-square
1.	I show annoyance at Black behavior which differs from my own (that of Whites).	.20	5.63
2.	In my relationships with Whites, I fail to keep a commitment and then offer no explanation.	.16	3.78 N.S.
3.	In my relationships with Blacks, I insist upon playing games according to White rules.	.27	10.35
4.	In my relationships with Blacks, I express feelings directly and openly.	.31	13.67
5.	I stay with and work through difficult confrontations with Blacks.	.25	8.98
6.	I share common goals with Whites realistically.	.43	25.4
7.	I reject honest expressions of acceptance and friendship by Whites.	.14	2.69 N.S.
8.	I accept that Blacks have some power and don't need to prove it.	.33	14.91
9.	I deal with Whites where they are.	.32	13.98
10.	I support self-initiated moves of Black people.	.20	5.49
11.	In my relationships with Whites, I engage in "in-group" joking, i.e., laughing at Whites using Black expressive styles and language.	.14	2.58 N.S.
12.	With Whites, I use confrontation too early and too harshly in conflict situations.	.24	8.26
13.	I assist other Whites in understanding and confronting feelings which involve Blacks.	.12	1.89 N.S.

	Item	Phi value	Chi-square
14.	When relating to Whites, I push them into such a defensive posture that learning and re-examination are impossible.	.18	4.98
15.	I offer help to Blacks where not wanted or needed.	.11	1.64 N.S.
16.	I acknowledge that there are some Whites who are trying to eliminate racism.	.29	11.53
17.	In my relationships with Blacks, I express feelings directly and openly.	.28	11.24
18.	In my relationships with Whites, I give answers I think they want to hear.	.21	6.36
19.	In my relationships with Whites, I use confrontation as my primary communicative style.	.19	4.98
20.	I demonstrate to Blacks an interest in learning about Black perceptions, cultures, etc.	.31	13.45
21.	In my relationships with Blacks, I focus verbally on Black behavior rather than on White behavior.	.17	3.92
22.	In my discussions with Blacks, I talk about, rather than to, Blacks who are present.	.20	5.49
23.	I avoid contact (eye-to-eye and physical) with Blacks.	.19	4.92
24.	In relationships with Blacks, I display expressions of too-easy acceptance and friendship.	.23	7.54
25.	In relationships with Blacks, I take risks (e.g., be first to confront the differences between Blacks and Whites).	.18	4.64
26.	In my discussions with Blacks, I interrupt discussions without hearing their views.	.18	4.56

	Item	Phi value	Chi-square
27.	In my relationships with Whites, I express my real feelings.	.27	9.88
28.	In my discussions with Blacks, I listen without interrupting.	.30	12.66
29.	I treat Whites according to their individual characteristics.	.08	.86 N.S.
30.	In my relationships with Blacks, I demonstrate interest in learning about Black perceptions, culture, etc.	.20	5.83
31.	In my relationship with Whites, I show interest in understanding their point of view.	.25	8.5
32.	In my relationships with Blacks, I assume responsibility for examining my own motives-- and where they are.	.20	5.4

October 5, 1976

Appendix 8

Attitudes and Role Perceptions Scale:

Items and Item Analysis Results

ITEM ANALYSIS RESULTS: ATTITUDES AND ROLE PERCEPTIONS SCALE

Item	Phi-Value	Chi-Square
1. Most Whites will not accept authority from Blacks	.02	.06 n.s.
2. Racism exists only where and when minorities are present.	.18	4.5
3. Blacks are better bookkeepers than they are budget directors.	.40	22.40
4. One is not implicated in the problems of racism if she/he treats everyone as the same.	.27	10.2
5. The Black American has been subject to a system designed to destroy ambition, prevent independence and erode intelligence for the past theee-and-a-half centuries.	.53	39.3
6. Racial and sexual issues are entirely related.	.28	10.9
7. Busing to overcome racial imbalance in a school should be voluntary.	.47	30.9
8. Black people's reluctance to accept White values is a realistic response to a hostile environment.	.37	19.2
9. Whites, moreso than Blacks, are willing to work for a long time to achieve their goals.	.42	24.70
10. Minorities must be present for Whites to make progress in dealing with racism.	.07	.69 n.s.
11. If a Black person is arrested or punished, he must have done something to deserve it.	.39	21.3
12. I put myself at a disadvantage when I list my house with a Black broker.	.17	4.04

	Item	Phi-Value	Chi-square
13.	There are so few Blacks with the talent and education necessary for responsible academic leadership positions.	.29	11.77
14.	Blacks know Whites better than Whites know Blacks.	.32	14.34
15.	Blacks do not have sufficient emotional control to function well as objective research directors.	.32	14.34
16.	If Blacks obtain power in this country, they will treat whites in the same oppressive way they have been treated.	.20	5.6
17.	Minorities should show more appreciation for the progress that has been made in the last 20 years.	.54	40.82
18.	The U.S. owes Blacks retribution for inflicting 250 years of slavery on them.	.49	33.61
19.	I would rather have a Black as basketball coach than as athletic director.	.29	11.77
20.	Blacks do well as affirmative action officers but not as academic leaders.	.49	33.61
21.	Blacks are entitled to "special considerations" although other minorities worked their way up without receiving them.	.37	19.17
22.	Blacks are insisting on preference ("positive discrimination") instead of equal opportunity.	.34	16.18
23.	Racism has impaired the personality and self-esteem of Whites.	.27	10.21
24.	Whites must thoroughly understand all the implications and dynamics of racism before they start acting to combat it.	.12	2.02 n.s.
25.	Racism is a White problem.	.06	.50 n.s.

Item	Phi-value	Chi-square
26. Black people should have equal rights, but that doesn't mean they have to live next door to me.	.29	11.77
27. There are not many Blacks in top level academic positions because they are not as qualified as Whites.	.33	15.23
28. We cannot be concerned about history--we must concentrate on the present in dealing with change about racism/	.39	21.29
29. Affirmative action discriminates against White males.	.27	10.21
30. There is now reliable research that bears out the fact that the Blacks are genetically inferior to Whites in the area of basic intelligence.	.47	30.93
31. "Law and order" has been used to inflame White people.	.21	6.17
32. Blacks in high positions are reluctant to exercise their authority over Whites because they have internalized the value of a racist system.	.44	27.10
33. Residential segregation is damaging to Blacks and Whites.	.30	12.60
34. Black people display or possess less ambition than White people.	.41	25.53
35. A Black person could serve as the Chancellor of any of the University of Maryland campuses.	.01	0 n.s.
36. Racist attitudes and behaviors exist just as often among the deeply religious and highly educated as among other Americans.	.20	5.60
37. If Whites stopped discriminating, the race problem would be solved.	.10	1.40 n.s.
38. Separate Black schools are necessarily inferior.	.06	.50 n.s.
39. Minorities must be patient in their demands for change in this country.	.43	25.89

	Item	Phi-value	Chi-square
40.	Whites hold the major leadership and power positions in American institutions because they are better qualified than Blacks.	.34	16.8
41.	If Whites would just treat Blacks the way they treat each other, the Black-White conflict would be resolved.	.19	5.05
42.	White individuals are powerless to effect institutional change bearing on racism, in isolation of Blacks.	.14	2.74 n.s.
43.	Blacks should be guaranteed a fixed number of jobs in each industry and profession.	.17	4.05
44.	I would have no difficulty serving under a Black Chancellor.	.40	22.40
45.	The U.S. is a racist society.	.49	33.61
46.	A Black millionaire is as free as any rich person in this country.	.45	28.35
47.	Black people need protection from the police.	.55	42.35
48.	Whites who are actively involved in other causes should be expected to be involved in comatting racism too.	.26	9.46
49.	Changing attitudes will not change racism in this country.	.01	.00 n.s.
50.	Blacks make good science teachers but not good science professors.	.30	12.60
51.	I would not be comfortable working as faculty under a Black academic vice-president.	.29	11.77
52.	Blacks are manipulated out of potentially powrful positions by setting job descriptions which are overqualified.	.44	27.10

	Item	Phi-value	Chi-square
53.	Blacks do better as directors of financial aid and college remedial programs than as academic administrators or program planners.	.37	19.17
54.	White oppression has impaired the personality and self-esteem of Blacks.	.37	19.17
55.	When meeting someone, his color matters to me.	.16	3.56
56.	Our schools should be a source of change in regard to the problems of racism.	.37	19.17
57.	Racism is not a Black problem.	.19	5.05
58.	Blacks are limited to certain academic areas when faculty are selected because of the stereotypes about Black abilities.	.60	50.40
59.	Blacks do not invest the energy required for attaining positions of importance and responsible leadership in our country.	.09	1.13 n.s.
60.	Blacks suffer from authority being used by other Blacks who are implementing racist values.	.16	3.58
61.	If it were not for agitators, time alone would solve the race problem.	.26	9.5
62.	White prejudice and discrimination would end if Blacks "behave" themselves.	.35	17.2
63.	"Law and order" has been used to encourage Black people to respect American values.	.32	13.45

Item	Phi-value	Chi-square
64. Whites who individually act in a nonracist manner may, in their roles, perpetrate institutional racism.	.40	22.4
65. Poor White Americans are identical to equally poor minority Americans in their predicament.	.40	22.4
66. Whites value achievement of their goals above the development of their integrity.	.21	6.17
67. Internal turmoil and conflict in the Black Community is caused by racism.	.33	15.24

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